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AUTHOR Hood, Donald E.  
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## ABSTRACT

The United States District Court for the Northern District of Texas mandated that the report to the Court by the Dallas Independent School District describing its progress toward desegregation be reviewed by an external auditor. This report presents the auditor's findings for 1976-77. The auditor reviewed the accountability report submitted by the district and conducted on-site visits to a sample of approximately 60 schools. Findings of the audit verified district statements that progress was being made toward compliance: transportation of students was generally accepted by the community; efforts were made to provide comprehensive educational programs to meet individual student needs; magnet schools were generally supported by school staffs, parents, pupils, and the community; the freedom of choice to attend any school in the district was favorably received by parents and students; community involvement was positive; and efforts were made to achieve ethnic balance in the student population. Problem areas identified by the audit included inadequate physical facilities in some schools and a need for additional community involvement. Recommendations for continuing progress toward full compliance were made. Evaluative instruments are appended. (MK)

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AUDIT REPORT OF THE  
U.S. FEDERAL DISTRICT COURT  
ORDERED DESEGREGATION OF THE  
DALLAS INDEPENDENT SCHOOL DISTRICT - 1976-77

Submitted by

Donald E. Hood, Ed.D  
Project Co-Director  
Educational Testing Service  
Austin, Texas

Members of the Audit Team

Dr. L. David Weller  
Mr. Keith Worrell  
Ms. Martha Sanders Crockett  
Mr. H. Rene Pena

Theodore R. Storlie, Ph.D  
Project Co-Director  
Educational Testing Service  
Evanston, Illinois

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## EXECUTIVE SUMMARY

The United States District Court for the Northern District of Texas, Dallas Division, selected Educational Testing Service, Austin, Texas, to conduct an audit of the adherence of the Dallas Independent School District to the April 7, 1976 desegregation order in the case of Eddie Mitchell Tasby, et al vs. Dr. Nolan Estes, et al. The audit function included an examination and verification of the DISD Internal Accountability reports of December 15, 1976 and April 15, 1977 to the Court. In addition, the External Auditor was instructed to conduct on-site visits to a sample of schools in the district to determine condition of facilities, curricular offerings, the amount and allocation of educational resources, and parent and community involvement.

The Auditor selected to work in reverse order from the DISD reports through each step of data reduction to the original raw source documents. Some difficulty was encountered in performing a thorough audit of portions of the DISD reports to the Court. In some instances the data examined were not in a form that could easily be audited. In other areas the reported data were not complete enough for a comprehensive audit to be made to determine if the terms of the Court Order were being fulfilled.

On-site visits were conducted to a sample of K-3 education centers, non-magnet 9-12 schools, all three Academies, five Vanguards, four Magnet institutions plus twelve centers with a Bilingual Program. In addition, observations were made of the Multicultural Social Studies Program implementation. A total of approximately 60 schools were visited by the Auditor in the six sub-districts.

Interviews were conducted with Central Administration, Resource Personnel, Building Administrators, Classroom Teachers, Students, and Parents. In addition, curricular offerings were examined at the early childhood, middle school and secondary school levels. Physical facilities, instructional resources and extra-curricular offerings were also observed.

The major findings of the Auditor indicated that:

The desegregation of the DISD is, for the most part, being implemented with a minimum of difficulty.

The Dallas community appears to be accepting the transportation of students for purposes of desegregation.

The DISD appears to be making concerted efforts to provide a comprehensive education program that will provide for the needs of each student in the district.

The physical facilities in some educational centers are inadequate; however, the DISD is aware of all of the situations observed by the Auditor and presented evidence that indicated such conditions are being remedied as expediently as possible.

The Academies, Vanguards, and Magnets appear to be well received by the school administration, building staff, classroom teachers, students, parents, and the community.

The DISD continues to refine curricular offerings in the Academy, Vanguard and Magnet Centers.

The freedom of choice to attend any school in the district under conditions specified in the April 7, 1976 Court Order tends to be favorably received by students and parents.

Community involvement in the education process has been viewed

positively by school personnel; however, there remains a need for additional participation from the community.

Concerted efforts are being made by the DISD to achieve ethnic balance in the student population as stipulated in the Court Order.

## RECOMMENDATIONS

1. It is recommended that the DISD be advised in more explicit terms the intent of the Court with regard to the word "status" in Section XV-A, paragraph five of the April 7, 1976 Court Order.
2. It is recommended that the DISD continue to focus attention on the mastery of basic skills early in the educational experiences of all children. For example, the reading skills in the Vanguard, Academy, and Magnet Schools were found to need strengthening.
3. It is recommended that additional Reading Specialists be obtained in the Vanguard, Academy, and Magnet Schools. Remediation efforts should be increased in those educational centers.
4. It is recommended that career descriptive materials should be provided to all personnel who might work with students selecting a Magnet School. Such information about each career and the skills needed to perform each career might aid the student in making realistic choices.
5. It is recommended that recruiting efforts for Vanguard, Academy, and Magnet Schools should be examined by the District to determine if present practices are providing all of the needed information to the student in order to make a wise choice.
6. It is recommended that the District report data to the Court by sub-district. Areas where increased efforts might be needed could be more easily identified.
7. It is recommended that the District report student test scores in raw or standard scores in order for a comprehensive audit to be accomplished.
8. It is recommended that the DISD inform all personnel that members of the

audit team might visit any school during the year and to extend full cooperation. More typical performance could be observed if the visit was not announced in advance.

## INTRODUCTION

The United States District Court for the Northern District of Texas, Dallas Division issued a Final Order on April 7, 1976 in the case of Eddie Mitchell Tasby, et al vs. Dr. Nolan Estes, et al. The order adopted the concepts embodied in the desegregation plan of the Educational Task Force of the Dallas Alliance.

The Court awarded a contract to the Educational Testing Service, Austin, Texas to perform the audit function for the compliance of the Dallas Independent School District (DISD) in implementing the terms and provisions of the April 7 Final Order.

The functions of the External Auditor were included in Section XV-B of the Court Order. One of the audit functions was to perform an audit of each item of the Internal Accountability Report of the DISD as specified in Section XV-A of the Court Order. The DISD was instructed to submit reports on December 15 and April 15 for each year covered by the Court Order. The contents of the DISD reports to the Court were specified in Section XV-A.

The External Auditor received the first report from the district in December, 1976. A close examination of the December report revealed several semantic interpretations on the part of the District, Section XV-A, paragraph 5 provided that the District would report on, "The status of the following programs:" The word status was interpreted by the district to indicate the number of operational programs in each category listed in paragraph 5. If the intent of the Court was to have more descriptive information about each program, then the word "status" was more broadly interpreted by the district and more explicit and definitive information will

need to be provided by the Court to the District for subsequent reports.

Meetings were held with the Central Administrative staff of the DISD on numerous occasions during the year. Administrative personnel were for the most part cooperative and supplied the documentation requested. Only in two or three instances in the various schools did personnel hesitate to supply the needed information, and a phone call to the central office staff usually resulted in obtaining authorization to provide information to the audit team.

The Central Administration was provided the names of the audit team which consisted of three Anglos, one Black, and one Mexican American. Each part of the December report was examined by the auditor as efforts were made to verify each component of the report. In order to verify the accuracy of the report, the auditor selected to examine all supportive documentation from the Court report back through each step of the data reduction process. Such efforts included an examination of the computer printout from which the report was generated, the program for generating the computer printout, the magnetic tape on which data was stored, the card punch process which produced the tape and finally, the original raw source documents which were key punched on cards. In some instances the auditor found that the raw source documents were no longer available; therefore, the auditor examined the process and quality control utilized by the district in transferring raw data to the key punched cards. It was apparent in most instances that the district did not initiate many of the internal functions with the intent that such functions would be audited by an external third party. The procedures were for the purpose of providing information to the district for utility, and no provisions were

inherent to provide for an audit. Such procedures are understandable, particularly since storage of raw source documentation would pose a problem, and the data are no longer needed by the DISD once the information has been transferred to magnetic tape. However, under existing conditions a request has been made that in the future the district retain all raw source documents until such time as a sample of such data might be examined and verified.

The April 15 report to the Court was virtually the same as the December 15, 1976 report with an update of numbers whenever applicable. However, the April 15, 1977 report was further refined to include a breakdown of information by sub-district where applicable. The Auditor found no major variances in the information contained in the April report since most of the information was obtained from computer printouts or other collective data generated prior to the examination of such data by the Auditor.

DISD INTERNAL ACCOUNTABILITY REPORTS  
DECEMBER 15, 1976-APRIL 15, 1977

The procedures utilized for the purpose of verifying the data reported by the Dallas Independent School District (DISD) in its December 15, 1976 Report to the Court was confined to research procedures and methodologies most often used in research.

In every instance concerted efforts were made to return to the original or primary source materials to verify the data that were reported to the Court. This thorough and comprehensive approach proved to be extremely time consuming. It necessitated working backwards from the computer printouts, furnished by DISD which had formed the basis for their December 15th Report to the Court, and retracing step by step data collecting and reporting procedures in order to arrive at the original or raw source materials.

By taking a systematized approach to auditing, an accurate and thorough verification of original or primary source documents could exist. Also, a check on the extent of quality control within the DISD data gathering and reporting system could be ascertained with regard to the validity and accuracy of data as reported to the Court. This approach necessitated considerable travel time on the part of the Auditor in tracing down the precise location of primary source documents. These documents were rarely housed in the same building or within the same geographical proximity.

When sampling procedures were indicated in addition to a "spot checking" process, utilized sampling by grade level by sub-districts was made.

In addition, the more sophisticated statistical technique known as random

sampling was incorporated to assure unbiased and impartial samples. Briefly described, this process assured all units in a defined population of having an equal and independent chance of being selected as a member of the designated sample. A table of random numbers was used to assure the independence of the draw.

- 1.(a) The number and percentage of pupils by ethnicity attending each educational center, including Vanguard Schools, Academies, and Magnet High Schools.

The data which were presented to the Court were found to be basically accurate and substantially correct. In no instance was there any variance, positive or negative, which was outside the variance allowed by the Court. Verification as to the accuracy of these data was accomplished through on-site visits to each Vanguard, Academy, and Magnet school by a member of the audit team.

The data which were presented to the Court in the December 15 Report by DISD were compiled from three independent sources. At the elementary school level (Vanguard Schools, Grades 4-6), a C-56E Report on Enrollment form was used to report the number of students by ethnicity enrolled in these schools each quarter. Form C-56S, Report on Enrollment, was used at the secondary level to tally the number of students by ethnicity who were attending the Academies (Grades 7-8) and the Magnet High Schools (Grades 9-12, Full-time and Part-time). The third source of reporting student ethnicity came from an independent count conducted by each building principal at a request from the DISD central administration. This, in itself, served as a measure of quality control on the data previously reported on the two standard forms as required by the district for matters of pupil accounting. Such a measure of quality control was related to the External Auditor by Dr. Carlton Moffett, Assistant to the General Superintendent, on April 4, 1977.

The External Auditor found some minor discrepancy in the figures reported to the Court concerning the numbers of students and their ethnicity

at each of the three academie levels. These disparities were small, however, and well within the 5% variance allowed by the Court.

- 1.(b) The number and percentage of pupils by ethnicity attending each educational center, except Vanguard schools, Academies, and Magnet high schools is as shown in Appendix A, Volume 1, accompanying this report.

Appendix A, Volume 1, as presented to the Court, did list the number and percentage of pupils by ethnicity who were attending educational centers other than the Vanguard, Academy, and Magnet schools. The format of this particular printout, however, did not easily lend itself to the random sampling technique employed for the purpose of data verification. To have the data which was reported in Appendix A, Volume 1 rearranged in such a way as to facilitate the sampling procedures and the verification of the data could not be accomplished either easily or inexpensively, according to Mr. Clinton Schumacher, Director of Data Processing.

Since the data could not economically be rearranged to facilitate the auditing process, a decision was made to verify only the data collecting and reporting procedures and not the data itself. With the aid of Mr. Clinton Schumacher, Mr. Lloyd White, and Mr. Charles Lewis (all members of the DISD Department of Data Processing), the External Auditor verified the data collecting and reporting process by acquiring a sample of C-56S forms, by observing key punch and scoring procedures, and by examining a copy of the computer printout.

The degree of quality control built into this reporting procedure was found to be extremely high and checking for consistency to make sure that output is equal to input is apparent throughout the entire reporting process. With the high degree of quality control found to be inherent in the

system, the data which were reported in Apperdix A, Volume 1 would logically be highly accurate and authentic.

2. The number and percentage of pupils by ethnicity being transported for desegregated purposes to 4-6 and 7-8 centers and to Vanguard schools, Academies, and Magnet high schools.

In verifying the December 15, 1976 Report to the Court, several major discrepancies were found in the number of students by ethnicity being transported for purposes of desegregation. In the majority of cases, the differences between the reported and actual pupil transportation figures were not within the variance allowed by the Court.

The reason for observed differences was an error by the DISD in reporting transportation data. The error was acknowledged by DISD. The figures which were reported to the Court were taken from a computer print-out of projected figures instead of the actual figures. Actual figures on the number of students who were transported for desegregation purposes were compiled and furnished by Dr. Carlton Moffett at the Auditor's request on March 1, 1977. These figures are shown in Table 1 and Table 2.

Members of the external audit team made spot checks during on-site visits to a selected number of the Grade 4-6 and Grades 7-8 schools in an effort to verify the revised March 1, 1977 figures. Those schools in the Northwest, Northeast, and Southeast sub-districts which were visited included: F.P. Caillet, J. Dorsey, J.J. Pershing, M.T. Reilly, Reinhart, Rylie, and T.J. Rusk. With the exception of the J.J. Pershing school, transportation figures for the remaining schools which were sampled were within the 5% variance allowed by the Court when comparing on-site figures (records maintained in the principal's office), with those reported on the revised list dated March 1, 1977. At J.J. Pershing the reported number of Anglos was

TABLE I  
STUDENT TRANSPORTATION REPORT

Transportation 4-6, 7-8, Vanguards, Academies, Magnets

Date 11/76

| School           | Anglo |     |      |      | Black |     |      |       | M/A |     |      |      | Total |     |
|------------------|-------|-----|------|------|-------|-----|------|-------|-----|-----|------|------|-------|-----|
|                  | No.   |     | %    |      | No.   |     | %    |       | No. |     | %    |      | *     | **  |
|                  | *     | **  | *    | **   | *     | **  | *    | **    | *   | **  | *    | **   |       |     |
| Adams, J.Q.      | 221   | 183 | 45   | 39.7 | 233   | 247 | 47.5 | 53.6  | 37  | 31  | 7.5  | 6.7  | 491   | 461 |
| Bayles           | 0     | 1   | 0    | 0.7  | 162   | 144 | 100  | 96.6  | 0   | 4   | 0    | 2.7  | 162   | 149 |
| Blanton, A.W.    | 0     | 0   | 0    | 0.0  | 150   | 136 | 100  | 100.0 | 0   | 0   | 0    | 0.0  | 150   | 136 |
| Burleson, R.C.   | 282   | 199 | 96.6 | 93.0 | 0     | 0   | 0    | 0.0   | 10  | 15  | 3.4  | 7.0  | 292   | 214 |
| Burnet, D.C.     | 296   | 186 | 40.2 | 33.9 | 417   | 358 | 56.6 | 65.2  | 24  | 5   | 3.2  | 0.9  | 737   | 549 |
| Caillet, F.P.    | 0     | 14  | 0    | 4.6  | 107   | 106 | 32.6 | 34.4  | 221 | 189 | 67.4 | 61.0 | 328   | 308 |
| Conner, S.S.     | 0     | 0   | 0    | 0.0  | 130   | 104 | 100  | 100.0 | 0   | 0   | 0    | 0.0  | 130   | 104 |
| Dorsey, J.       | 0     | 0   | 0    | 0.0  | 53    | 53  | 53   | 54.1  | 47  | 45  | 47   | 45.9 | 100   | 98  |
| Foster, S.C.     | 196   | 115 | 50.8 | 29.5 | 21    | 113 | 5.4  | 29.0  | 169 | 162 | 43.8 | 41.5 | 386   | 390 |
| Hawthorne, N.    | 202   | 149 | 49.0 | 44.1 | 190   | 173 | 46.1 | 51.2  | 20  | 16  | 4.9  | 4.7  | 412   | 338 |
| Hotchkiss, L.L.  | 78    | 42  | 24.5 | 14.6 | 26    | 31  | 8.1  | 10.8  | 215 | 214 | 67.4 | 74.6 | 319   | 287 |
| Ireland, J.      | 172   | 146 | 50.3 | 50.3 | 140   | 120 | 40.9 | 41.4  | 30  | 24  | 8.8  | 8.3  | 342   | 290 |
| Lakeood          | 259   |     | 52.1 | 43.4 | 160   | 152 | 32.2 | 38.5  | 78  | 70  | 15.7 | 17.8 | 497   | 392 |
| Longfellow, H.W. | 282   | 134 | 41.5 | 30.9 | 393   | 295 | 57.9 | 67.9  | 4   | 5   | 0.6  | 1.2  | 679   | 434 |
| Marcus, H.       | 38    | 15  | 12.4 | 5.6  | 22    | 17  | 7.2  | 6.4   | 247 | 234 | 80.4 | 88.0 | 307   | 266 |
| Pershing, J.J.   | 140   | 112 | 25.6 | 28.2 | 404   | 269 | 73.7 | 67.68 | 4   | 16  | 0.7  | 4.0  | 548   | 397 |
| Preston Hollow   | 2     | 2   | 1.0  | 1.4  | 77    | 65  | 36.8 | 46.1  | 130 | 74  | 62.2 | 52.5 | 209   | 141 |
| Reilly, M.T.     | 143   | 110 | 27.8 | 23.8 | 365   | 347 | 71.0 | 74.9  | 6   | 6   | 1.2  | 1.3  | 514   | 463 |
| Reinhardt        | 224   | 178 | 40.1 | 37.5 | 315   | 279 | 56.3 | 58.7  | 20  | 18  | 3.6  | 3.8  | 559   | 475 |
| Rogers, D.D.     | 55    | 39  | 12.8 | 10.6 | 183   | 173 | 42.7 | 47.0  | 191 | 156 | 44.5 | 42.4 | 429   | 368 |
| Rowe, E.         | 168   | 103 | 33.3 | 22.4 | 312   | 345 | 61.8 | 74.8  | 25  | 3   | 4.9  | 2.8  | 505   | 461 |
| Rylie            | 406   | 376 | 57.5 | 56.0 | 244   | 228 | 34.6 | 33.9  | 56  | 13  | 7.9  | 10.1 | 706   | 672 |
| Sanger, A.       | 223   | 212 | 41.4 | 39.3 | 283   | 298 | 52.6 | 55.3  | 32  | 29  | 6.0  | 5.4  | 538   | 539 |
| San Jacinto      | 189   | 99  | 35.4 | 28.8 | 327   | 236 | 61.4 | 68.6  | 17  | 9   | 3.2  | 2.6  | 533   | 344 |
| Truett, G.W.     | 0     | 0   | 0    | 0.0  | 238   | 194 | 100  | 100.0 | 0   | 0   | 0    | 0.0  | 238   | 194 |
| Walnut Hill      | 182   | 83  | 45.2 | 32.7 | 209   | 169 | 51.9 | 62.8  | 12  | 12  | 2.9  | 4.5  | 403   | 269 |
| Williams, S.L.   | 246   | 171 | 41.1 | 14.0 | 353   | 238 | 58.9 | 57.1  | 0   | 8   | 0    | 1.9  | 599   | 417 |

Sub-Total (Grades 4-6) 4004 2844 36.0 31.1 5514 4890 49.6 53.4 1595 1422 14.4 15.5 11,113 9156

\*Projected  
\*\*Actual

TABLE II  
STUDENT TRANSPORTATION REPORT

Transportation 4-6, 7-8, Vanguard, Academies, Magnets

Date 11/76

| School                    | Anglo |      |      |      | Black |      |      |      | M/A |     |      |      | Total |      |
|---------------------------|-------|------|------|------|-------|------|------|------|-----|-----|------|------|-------|------|
|                           | No.   |      | %    |      | No.   |      | %    |      | No. |     | %    |      | ★     | ★★   |
|                           | ★     | ★★   | ★    | ★★   | ★     | ★★   | ★    | ★★   | ★   | ★★  | ★    | ★★   |       |      |
| Cary, E. H. NW            | 0     | 0    | 0    | 0    | 292   | 130  | 100  | 98.5 | 0   | 2   | 0    | 1.5  | 292   | 132  |
| Comstock, E. B. SE 555    | 354   | 95.0 | 84.5 | 10   | 29    | 1.7  | 6.9  | 19   | 36  | 3.3 | 8.6  | 584  | 419   |      |
| Florence, F. F. SE        | 0     | 1    | 0    | 0.3  | 360   | 329  | 100  | 99.7 | 0   | 0   | 0    | 0    | 380   | 330  |
| Gaston, W. H. NE          | 1     | 6    | 0.2  | 1.2  | 639   | 487  | 97.1 | 95.3 | 18  | 18  | 2.7  | 3.5  | 658   | 511  |
| Hill, R. T. NE            | 0     | 0    | 0    | 0    | 410   | 293  | 100  | 100  | 0   | 0   | 0    | 0    | 410   | 293  |
| Wood, J. B. SE            | 0     | 1    | 0    | 0.3  | 440   | 331  | 100  | 99.7 | 0   | 0   | 0    | 0    | 440   | 332  |
| Marsh, T. C. NW           | 20    | 23   | 3.3  | 4.6  | 302   | 238  | 49.3 | 46.9 | 290 | 246 | 47.4 | 48.5 | 612   | 507  |
| Rusk, T. J. NW            | 329   | 187  | 94.5 | 85.0 | 3     | 7    | 0.9  | 3.2  | 16  | 26  | 4.6  | 11.8 | 348   | 220  |
| Stockard, L. B. SW        | 20    |      | 10.4 |      | 42    |      | 21.9 |      | 130 |     | 67.7 |      | 192   |      |
| Walker, E. D. NW          | 881   | 402  | 51.9 | 39.6 | 794   | 589  | 46.8 | 57.9 | 23  | 25  | 1.3  | 2.5  | 1698  | 1016 |
| Sub-Total<br>(Grades 7/8) | 1806  | 974  | 25.9 |      | 3312  | 2433 | 59.0 | 64.7 | 496 | 353 | 8.8  | 9.4  | 5614  | 3760 |

\*Projected

\*\*Actual

stated to be 111, while an actual on-site visit on March 7, 1977 revealed that only 85 Anglo students were in effect transported. This represented a 24% difference between reported figures and the figures found during the on-site visit, or a loss of 27 Anglo students.

3. Majority to Minority transfers:

- a. The number and percentage of pupils by ethnicity and by school participating in this program.

In selecting a sample of the schools participating in the Majority to Minority Transfer program, receiving schools were selected which had either a high number of transferees or a low number of transferees. The number of schools sampled at each grade level exceeded 5% of the total number of schools at each grade level. The following schools were selected for purposes of record verification: High Schools - Bryan Adams, J.F. Kimball, North Dallas, and L.B. Pinkston; Middle Schools - T.W. Browne, E.B. Comstock, W.E. Greiner, and L.V. Stockard; and Elementary Schools - J.W. Carpenter, L.L. Hotchkiss, Mount Auburn, A. Silberstein, and M. Weiss.

High Schools: The December 15, 1976 Report to the Court stated that there was a total of 109 Majority to Minority transfer students at J.F. Kimball. Of this total, 98 were Black and 11 were Mexican American. An on-site visit of March 14, 1977 revealed 93 Blacks and 9 Mexican Americans, or a total of 102 transfers. This represents a difference of 7 transferees from the date from which the December report was generated and the date of the visit by the Auditor.

Figures for Bryan Adams totaled 140 transferees -- 138 Blacks and 2 Mexican Americans. In checking the Application for Majority to Minority Transfer forms in Mr. Homer Fuller's office, a discrepancy was found in the reported figures in that there were 136 Black transfers as opposed to the reported 138. The error was attributable to the inclusion of two duplicate forms in the tabulation of the original court.

The on-site visit by a member of the audit team on March 10, 1977

revealed 182 Blacks and 3 Mexican Americans, or a total of 185 transferees. These on-site figures, however, included curriculum transfers, and a breakdown between curriculum and non-curriculum transferees was not available.

North Dallas High School reported a total of 4 transfer students - 3 Anglo and 1 Black. These figures were verified as accurate during an on-site visit.

Verification of reported data at L.B. Pinkston could not be accomplished during an on-site visit. The building principal did not provide the necessary information to a member of the audit team. A subsequent phone call by Mr. Joseph G. Lopez, Instructional Facilitator, to the chief building administrator at Pinkston provided the needed information over the telephone. Apparently, the 1 Anglo student who was reported as being transferred was so transferred.

Middle Schools: An inspection of the Application for Majority to Minority Transfer forms revealed a discrepancy in the figures reported to the Court. The December 15, 1976 Report showed a total of 213 (203 Black and 10 Mexican American) students transferred into T.W. Browne School. The Auditor, in examining the original source documents, also found 213 transferees. However, the ethnicity count differed slightly in that there were 204 Blacks and 9 Mexican Americans.

On-site record inspection yielded a total of 187 students, of which 185 were Blacks and 2 were Mexican American. This represented a difference of 26 students or a decrease of some 12% of those reported as opposed to those actually verified by an on-site visit.

E.B. Comstock's figure of 1 Black transferee was verified by inspecting the transfer form in Mr. Fuller's office and also by an on-site visit.

L.V. Stockard school was listed as having a total of 7 Black students as Majority to Minority transfers. This figure was substantiated by an examination of the forms, or raw source data, but was not substantiated during an on-site visit. The on-site visit yielded 6 Black transferees.

At W.E. Greiner, the December 15, 1976 Report stated that 54 students (51 Black and 3 Mexican American) transferred to that school. A check of the source documents revealed 52 students (49 Black and 3 Mexican American) as transferees. The error was due to two duplicate forms which were counted as originals in tabulating the count for the Court.

An on-site visit revealed that the total number of students transferred into Greiner was 66 (54 Black and 12 Mexican American). Apparently, 9 Mexican American students were there as curriculum transfers.

Elementary: With the exception of J.W. Carpenter and Martin Weiss schools, the number and ethnicity of students in all other sample elementary schools which were reported as Majority to Minority Transfers to the Court were verified as being correct. Carpenter school was reported as having 13 transfers -- all Black students. Examination of the original source documents in Homer Fuller's office revealed a discrepancy with the reported data. Only 12 Blacks, as opposed to 13, had submitted the Majority to Minority Transfer form. Again, error was attributed to counting a duplicate form.

An on-site visit by a member of the audit team, however, revealed a total of only 7 Blacks being transferred into the school under the Majority to-Minority transfer option.

The figures reported for the Martin Weiss school stated that a total of 22 students -- all Black -- opted for the transfer. In verifying the

Majority to Minority Transfer forms, it was found that only 20 Black students had submitted the required form. Error was again attributed to the counting of two duplicate forms. An on-site visit substantiated the number of transferees as 20 Black students.

3.(b) The transportation facilities available and convenience of transportation.

The External Audit team, through interviews and discussions with Mr. Homer Fuller and Mr. Travis Johnson, verified the following: (1) existing bus routes from sending schools to receiving schools; (2) the number of majority to minority buses used to transfer students as being forth-three (43); and (3) the existence of transportation passes for the Dallas Transit System where fewer than twenty (20) pupils are in need of transportation from one sending school to a receiving school.

On-site visits were made to verify a sample of bus routes carrying majority to minority transfer students from their sending school to their receiving school. Three different bus trips on three separate bus routes were made to verify the transportation routes described by Mr. Fuller and Mr. Johnson. An examination of a sample of the buses used to transport the majority to minority transferees was also made at the Earl Hayes Compound.

3.(c) Efforts made by the DISD to increase participation in this program.

The efforts made by the DISD to increase participation in this program are as follows:

1. Planned and carried out a two-week M & M Campaign from April 19 to April 30, 1976.
2. Full page advertisements for the majority to minority transfer appeared in all school newspapers.

3. Poster advertisements for the majority to minority transfer option were distributed for display in all schools, and in the School Action Center of the Administration Building.
4. Flyers, printed in English and in Spanish, were distributed to every secondary school pupil urging them to "seek a new experience" via an M & M transfer.
5. Brochures, printed in English and in Spanish, were distributed to every high school pupil explaining all transfer options to these pupils and to their parents.
6. Feature stories were arranged and printed in the Dallas Times Herald and the Dallas Morning News.
7. Feature news items were arranged and broadcast on television news programs of Channels 8, 4, and 13.
8. Principals opened the transfer periods from April 21 to April 30, 1976 and again from July 26 to August 13, 1976.
9. On April 26, 1976, a DISD publication, Public Service Announcement, provided for all of the District's pupils by the District's Community Relations Department, published an article urging students to examine the transfer options.

Verification of the efforts by DISD to publicize, increase, and encourage student participation in the majority to minority program, as set forth in the court-ordered majority to minority transfer plan, was conducted by members of the audit team. Copies of advertisements, brochures, news articles by the Dallas Times Herald and the Dallas Morning News, display posters, and school newspapers pertaining to increasing participation in the majority to minority program were provided to the Auditor by Mr. B. Rodney Davis, Director, School Action Center. Documentation of the plan to carry out a two week majority to minority campaign from April 9, 1977 to April 30, 1977 was also provided by Mr. Davis.

On-site visits to a sample of the schools involved in the majority to minority program and subsequent interviews with the building principals, verified the dates which principals opened for transfer as being April 21, 1976 to April 30, 1976 and July 20, 1976 to August 13, 1976. Available

evidence indicated that the DISD is making efforts to increase the participation in the majority to minority program.

4. The number and percentage of Mexican-American pupils participating in the minority to majority transfer program.

The number of Mexican-American pupils participating in the minority to majority transfer program is fifty-one (51). This number represents three-tenths of one percent (.3%) of the total Mexican-American pupil population in the DISD.

After examining copies of the C-87 forms, (forms which were used by Mexican-American students who applied for a transfer to another school), in Mr. Homer Fuller's office, a discrepancy was found between the number of minority to majority transfers listed in the December 15, 1976 Report to the Court (51) and the number found by the External Auditor (49). This represented only two and five-tenths of one percent of the total Mexican-American pupils (19,446) in the DISD.

Verification of the number of minority to majority transfers was accomplished through on-site visits by members of the audit team. A total of seven (7) schools -- two high schools (Sunset and Skyline), two middle schools (Atwell and Greiner), and three elementary schools (Peeler, Lanier, and Regan) -- were chosen for data verification purposes. In each case, the number of minority to majority transferees recorded in Mr. Fuller's office coincided with the number of students enrolled at the sampled schools.

5. The status of the following programs:

a. The Early Childhood Education Program (K-3)

The Early Childhood Education Program (K-3), described in the District Court's April 7, 1976 Final Order, is in operation in all K-3 centers.

The Court Order Section III alludes to "a comprehensive program in instruction in all areas..."

Section III of the Court Order specifies the extent to which the district will provide a comprehensive program in K-3.

Section III-7 of the Court Order indicates that the district will establish at least two exemplary development classes in 1976-77.

The December 15, 1976 DISD report indicated in paragraph 5a that all K-3 centers were operating in accordance with the Court Order; however, no documentation was presented to indicate that each of the seven (7) provisions of Section III were indeed being followed. Such broad and general statements are very difficult to interpret with any real degree of accuracy. The Auditor must spend an inordinate amount of time in attempting to determine if such has indeed been accomplished by the District by ferreting out information from numerous sources and then making a subjective determination as to the adequacy of such information.

Site visits of sixty-two (62) K-3 schools over a period of three years was called for in the initial Court Order. Twenty (20) K-3 schools were selected at random for audit purposes during this operational year. The following list contains the names of the schools sampled and their location according to sub-district: Northeast - Colonial\*, Wheatley\*, Gill, Hexter,

and Kiest; Northwest - Bonham\*, Houston\*, Ray\*, Kramer, Dealey, and Cabell; East Oak Cliff - Darrell\* and Seguin\*; Southwest - Juarez\* and Douglass\*; Southeast - Buckner\*, Rhoades\*, and Anderson; Seagoville - Seagoville and Kleberg.

At each on-site visit, verification was made of pupil enrollment and teacher assignment data. In addition, the comprehensiveness of the Early Childhood Education (ECE) program, the curriculum content of programs described as "special", and the degree of community participation at each educational facility was examined.

Pupil enrollment information was verified by an examination of C-56E forms, copies of which were on file at each school. This form reports the number and ethnicity of each student, grade level, teacher's name and ethnicity, and teaching assignment.

One facet of the K-3 Early Childhood Education program includes efforts to maximize the involvement of parents in planning, reinforcing, and complementing their children's learning. A specific DISD action in this area, as well as in the area of individualization of instruction, has come with Dr. Alvin Granowsky's Partners in Reading program. This is a program of shared responsibility in which parents are involved as active participants in their child's reading education. Parent-teacher conferences are a basic part of the program, and this involvement was checked by the Auditor. The large majority of schools visited reported over 50% parent attendance at conferences, and several schools showed 90% to 100% parent involvement. A few schools with very low parent participation were found in areas of lower socio-economic background.

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\* Schools predominantly minority in enrollment

Evaluation of parent participation also included information obtained from principals during on-site visits regarding parent involvement in PTA and volunteer activities. In these areas as well, parent participation was minimal in only a few schools, and these were predominantly minority centers.

Table 3, consisting of information on six K-3 schools, presents data collected during on-site visits and illustrates maximum and minimum parent involvement. The pupil population of each school is delineated in terms of number and ethnicity and shows whether that school is predominantly Anglo or predominantly minority. Whenever accurate figures were available, data were recorded as to the total number of families represented in a particular school. Parent participation information was gathered on three specific areas -- Partners in Reading, PTA, and parent volunteers and was charted by number involvement and the percentage of the total family population this involvement represents.

The first three schools listed -- Kramer, Kiest, and Dealey -- being predominantly Anglo in pupil population and representative of 97 families, had 95 parents attending Partners in Reading conferences, 78 parents involved in PTA, and 45 parent volunteers.

The last three schools listed -- Houston, Wheatley, and Rhoades -- have low parent participation. For example, the Houston K-3 school, being predominantly minority with a total pupil population of 325 children, had only 104 parents attending Partners in Reading conferences, 20 parents involved in PTA, and only one (1) parent active as a regular volunteer.

Also examined were certain prototypic enrichment programs. The DISD General Information Bulletin on K-3 schools and centers describes various centers and educational facilities designed to provide "peak experiences"

Table 3

| School   | Pupil Population |      |       |      |     |      |          | Total Number<br>of Families<br>Represented<br>in School | Parent Involvement Selected K-3 Schools |                     |      |        |                              |                               |                 |
|----------|------------------|------|-------|------|-----|------|----------|---------------------------------------------------------|-----------------------------------------|---------------------|------|--------|------------------------------|-------------------------------|-----------------|
|          | Anglo            |      | Black |      | M/A |      | Minority |                                                         | Total                                   | Partners in Reading |      | P.T.A. |                              | Volunteers                    |                 |
|          | No.              | %    | No.   | %    | No. | %    |          |                                                         |                                         | %                   | No.  | %      | No. Attending<br>Conferences | % of Total No.<br>of Families | No.<br>Involved |
| Kramer   | 110              | 94.0 | 4     | 3.4  | 3   | 2.6  | 6.0      | 117                                                     | 97                                      | 95                  | 97.9 | 78     | 80.4                         | 45                            | 46.4            |
| Kiest    | 281              | 85.7 | 4     | 1.2  | 43  | 13.1 | 14.3     | 328                                                     | Not Available                           | Not Available       | 90.0 | 175    |                              | 15                            |                 |
| Dealey   | 110              | 91.7 | 7     | 5.8  | 3   | 2.5  | 8.3      | 120                                                     | 103                                     | 101                 | 98.0 | 52     | 50.5                         | 10                            | 9.7             |
| Houston  | 61               | 18.7 | 53    | 16.3 | 211 | 65.0 | 81.3     | 325                                                     | Not Available                           | 104                 |      | 20     |                              | 1                             |                 |
| Wheatley | 2                | 1.0  | 189   | 96.9 | 4   | 2.1  | 99.0     | 195                                                     | 153                                     | 89                  | 58.1 | 14     | 9.1                          | 2                             | 1.3             |
| Rhoads   | 1                | .2   | 448   | 94.8 | 0   | 0.0  | 99.8     | 449                                                     | Not Available                           | 65                  |      | 40     |                              | 3                             |                 |

for elementary pupils. In order to provide diverse and enriched knowledge of cultures, two Cultural Heritage Centers -- Afro-American and Mexican-American -- were to be established during the 1976-1977 school year. These centers, however, have not been in operation. Prototypic enrichment programs represented by the Ecological Center, Oral Language Lab, and Educational Tours have been utilized by K-3 students.

DISD efforts to involve parents in school site planning were present in all schools sampled. These efforts involved use of numerous media and advertising techniques such as mimeos sent home with students and the community, announcements at schools and on radio, telephone calls by staff and support personnel, and home conferences with parents by visiting teachers. Despite these concerted efforts, parent participation remains low at several predominantly minority schools.

The Bilingual Program was found to be in existence in these four (4) schools: Juarez, Houston, Bonham, and Douglass. This coincides with the District's Report to the Court.

The Multicultural Social Studies Program was found to be in operation at twelve (12) K-3 centers. Programs were implemented in Wheatley, Seguin, Rhoades, Ray, Kleberg, Juarez, Houston, Bonham, Colonial, Darrell, Douglass, and Buckner. At each of these educational centers, the program was used as an educational supplement to the basal program. This is consistent with the DISD Report to the Court of December 15, 1976.

#### 5.(b) 4-8 Vanguard and Academy Programs

The Vanguard program was implemented at the following schools: Mark Twain, Maynard Jackson, K.B. Polk, Amelia Earhart, and Sidney Lanier.

Through individual interviews with the principal, several faculty members, and students at each of the above listed Vanguard schools, the Auditor attempted to assess the degree of effectiveness of the educational offerings at each educational center.

#### Mark Twain Fundamental School

Mark Twain school has a teacher-student ratio of 1:22 with a total enrollment of 326 students. Included are 94 Anglos (29%), 219 Blacks (67%), and 13 Mexican-Americans (4%).

As anticipated from a fundamental approach to education, there is a heavy emphasis on the 3 R's. There is a wide variety of athletic activities for student participation, an Art and Drama Club which boasts 75% participation, and an Extended Day Program in which students receive individual assistance in language arts and mathematics. While individualization of instruction is stressed, on-site observations revealed greater emphasis on supervising students than on diagnosing and prescribing educational materials and processes for each child.

The educational facilities are, in general, good. The library needs additional resource materials and an up-dated cataloging system. Also, there seems to be little communication between Anglo and Black teachers. Discipline problems are fairly few in number, with only fourteen infractions. Corporal punishment was applied in only three of these infractions.

According to the principal at Mark Twain, community and parental participation are low. Minimal involvement by First-Mark - Dean Miles Real Estate existed. Only three Anglo and two Black parents actively participated in school activities. However, the principal did point out that approximately forty percent (40%) of the parents are on welfare.

#### Maynard Jackson Center for Individually Guided Education (IGE)

Maynard Jackson School has a teacher-student ratio of 1:23. Ten Anglos (1.6%), 630 Blacks (98.1%), one Mexican-American (0.2%), and one student characterized as "other" comprise the 642 students enrolled at this Vanguard.

This ICE school stresses the individualized approach to learning. The facilities are in excellent condition, and there is extensive use of multi-media materials as well as an Extended Day Program.

Staff morale is very high. Students are well motivated educationally, and there is evidence of multi-age grouping. Peer tutoring facilitates the educational process, and students appear to receive enjoyment from the interaction.

Discipline problems are negligible. While no disciplinary records were kept on rule infractions and punishments assessed, the principal stated that only two suspensions occurred and both were due to "gross disrespect" for teachers.

Maynard Jackson has a very active parent-adult volunteer program. The school has been adopted by Atlantic Richfield Company which supplies volunteers to aid in computer-assisted programs in mathematics and the language arts.

#### K.B. Polk Center for Advanced Studies

K.B. Polk Center for Advanced Studies has an enrollment of 137 students and 8 faculty members; a ratio of 1:17 exists between teachers and students. Of the 137 students, 87 are Anglo (63%), 44 are Black (32%), and 4 are Mexican-American (3%).

The curriculum appears to meet the needs of the academically talented and gifted children very adequately. Independent research projects are

conducted by the students, and several resource people are used to supplement the regular staff. The staff is very enthusiastic about programs at Polk and the academic quality of the students. Children, too, reported enthusiasm about the educational offerings at the Vanguard and the educational atmosphere which fosters educational growth and learning.

Discipline problems are almost non-existent. However, no discipline records are maintained for verification. Apparently, teacher-student-parent conferences are used to correct any infractions; there is no corporal punishment.

At K.B. Polk, the campus administrator reported total Anglo parental involvement and over thirty-five percent (35%) involvement of Black parents. One of the likely reasons for the success of this particular program is the extent of parental involvement, which is both active in nature and constructive in scope.

#### Sidney Lanier Center for the Expressive Arts

The Sidney Lanier Vanguard has a 1:23 teacher-student ratio with a total of 424 students enrolled in this school for the expressive arts. The total student enrollment represents 61 Anglos (14.4%), 102 Blacks (24.1%), 256 Mexican-Americans (60.4%), and 5 students listed as "other" with respect to ethnicity.

The educational facilities are generally good. The curriculum seems to be very adequate in terms of offering courses in drama, dance, folklore, and the traditional academic studies. Additional instruction in the creative arts, such as ballet, piano, and folkdancing are conducted by volunteers from the community and Southern Methodist University faculty members during Activity Periods, which are held during the last two periods

of the school day. A total of thirty such activities are offered for student participation. A strong academic remediation program also exists at Lanier. Six remedial teachers assist disadvantaged students in supplementary reading, writing, and mathematics instruction.

Discipline problems are minimal, and reprimands are primarily handled through teacher-parent-child conferences. Corporal punishment is rarely used. No records, however, were kept with regard to rule infractions and corresponding punishments.

There is evidence of strong Mexican-American parental involvement in school activities. However, this is probably primarily due to the high percentage of Mexican-American students attending the Vanguard.

#### Amelia Earhart Montessori School

The Amelia Earhart Montessori Vanguard has a total student population of 98, with a teacher-student ratio of approximately 1:16. There are 10 Anglos (10.2%), 57 Blacks (58.2%), and 31 Mexican-Americans (31.6%). The December 15, 1976 Report to the Court listed a student population of 188. This represents a disparity of 47.8%. Reasons for the discrepancy in numbers were reported as students who transferred back to their original attendance-based school and students who did not meet test score cut-off points. However, figures could not be verified in the principal's office.

Multi-age grouping seems to facilitate individualized instruction. Student performance of individual academic-based contacts on a daily basis in consultation with faculty members appears to underscore the "personalized" instructional mode.

Discipline was, according to the principal, no real problem. Although no records were available, counseling rather than corporal punishment was

apparently the desired procedure utilized in solving rule violations.

As far as community participation in school activities was concerned, the Amelia Earhart Vanguard requires all parents to attend tri-monthly conferences with both faculty and students. This automatically results in a high degree of parental participation and cooperation.

#### Reading Levels at All Vanguard Schools

The reading level of students has a definite effect on students' participation and success in educational offerings and, therefore, the effectiveness of the Vanguards themselves. Reading levels at the Vanguards range from one grade level above to three grade levels below a student's current academic grade level. Table 4 presents reading levels at all Vanguard schools.

Table 4

#### Reading Levels at All Vanguard Schools

| School     | Reading Grade Level | Number of Students | Total Student Enrollment |
|------------|---------------------|--------------------|--------------------------|
| K.B. Polk  | + 1                 | 137                | 137                      |
| A. Earhart | + 1                 | 98                 | 98                       |
| M. Jackson | - 2                 | 200                | 642                      |
| S. Lanier  | - 3                 | 55                 | 424                      |
| M. Twain   | - 2.5               | 39                 | 326                      |

If student achievement is substantially below average in reading when he/she enters a program, the gains in achievement while in the program will be affected.

## Academies

Throughout the course of the audit proceedings, a variety of feedback was obtained from a rather large segment of the educational community. There was widespread agreement among campus administrators, teachers, counselors, and students as to the educational worth and importance of the Academies. These educational institutions are, therefore, fulfilling an important need.

### Pearl C. Anderson Career Exploration Academy

Students attending the Pearl C. Anderson Academy have a teacher student ratio of 1:12. Out of a total enrollment of 284 students, there are 12 Anglos (4.2%), 271 Blacks (95.4%), and 1 Mexican-American (0.3%).

While the staff is doing a creditable job at providing career awareness via investigation and exploration of the USOE defined fifteen career clusters, the principal did indicate that some of the staff were inexperienced in utilizing career awareness techniques and this, therefore, was a disadvantage. Also, since 95% of the student population is Black, it would likely be wise to exert efforts to recruit more Anglo and Mexican-American students.

Field trips throughout the community are frequent and extensive, and career options are focused primarily on students' perceived needs and interests. Discipline seems to be somewhat of a problem at the school with a total of 39 infractions between the opening of school and the Auditor's on-site visit on February 16, 1977. Fifteen of these resulted in corporal punishment, and there were 16 suspensions. Reading levels are generally low; some students are only reading at the third grade level.

The volunteer program at the Anderson Academy is in dire need of

community support. There is also no written curriculum in the option areas, and the fact that these students are guaranteed placement in Magnet schools does little to foster self-motivation and academic achievement.

The adopting agency of the Anderson school is the Coca Cola Company. This corporation supplied materials for the repair of facilities as well as 15 employees as volunteers to assist in the instructional process. Generally, community participation is low, and few Black parents are actively involved.

#### Oliver Wendell Holmes Classical Academy

Oliver Wendell Holmes Academy has a student-teacher ratio of 1:24 with 83 faculty and 1997 students. Twenty-six (1.3%) of the students are Anglo, while 1940 (97.1%) are Black. There are 26 (1.3%) Mexican-American students and 3 students, whose ethnicity is described as "other", enrolled at this Academy.

The thrust of the school is toward academic excellence in language arts, mathematics, and the sciences. The curriculum is multidisciplinary in scope and seems to be quite comprehensive. However, the attempt at an integrative tri-school concept is far from being completed. Academy students are, for the most part, isolated from the regular student body. This isolation is in part due to the caliber of grade qualification of Academy students in comparison to non-Academy students.

While the Academy possesses a dedicated staff, a reduction in class size would appear necessary in order to enhance the instructional process. This would also mean a reduction in student enrollment. Greater recruiting efforts need to be directed toward the Anglo and Mexican-American segments of the population, since a disproportionate number of enrollees are Blacks.

Moreover, with a counselor-student ratio of 1:500, the hiring of additional qualified guidance personnel is strongly encouraged.

There is a high degree of parental involvement at this Academy. Thirty-six parents are actively involved in the Band Program at Holmes, and thirty-two parents are participating in the Parent Advisory Committee. Also, J.C. Penney, the adopting agency, donated tutorial space and twenty adult tutors.

#### Sequoyah Academy for Environmental Science

Sequoyah Academy has the lowest teacher-student ratio of all three schools, 1:9. There are ten teachers and eighty-seven students at the Academy for Environmental Science. The student population is composed of 11 Anglos, 58 Blacks, and 17 Mexican-Americans, representing percentages of 12.6%, 66.7%, and 19.5% respectively.

There are few discipline problems at the Academy, according to the school's principal. Student and staff morale is high, and the curriculum offerings in ecology and daily living appear to be very adequate.

One disadvantage, according to the principal of the Academy, is the school's geographical location. "West Dallas is not particularly attractive to many Anglo parents from North Dallas...We must try to remove the stigma of the community."

Reading levels of the students are also lower than is desirable. For example, eight Blacks are reading at only the fourth grade level. Administrators and faculty alike are concerned with the reading problem. Students who are reading as much as four grade levels below grade enrollment are severely handicapped and placed at an educational disadvantage.

Sequoyah's adopting agency is Southern Union Gas Corporation of West

Texas. This corporation provides technical assistance and advice on curriculum content and sequencing. Parent participation is generally low, especially among Anglo parents.

#### Magnet Schools

The Magnet School concept is not really new to the DISD. Skyline has been operational for a number of years. Thus, the lessons learned in the initial phases of Skyline probably facilitated the endeavors of the district staff in implementing the magnet concept in other schools.

There are some understandable problem areas that appear to be inherent in the establishment of magnet schools. The Court Order was issued on April 7, 1976, and the district had to prepare the physical facilities, recruit students, staff, and prepare curricula for magnet schools between April, 1976 and the beginning of school in late August, 1976. The experiences with Skyline likely made such endeavors possible. It is doubtful that any large school district without prior experiences with an educational center similar to Skyline could have made such progress in such a short period of time. The auditor would do a disservice and an injustice to all of the magnet schools if generalized statements were made about all of them collectively, because each magnet school is unique, and each was established to provide for students of varying interests and aspirations. The DISD December 15, 1976 report (p12-14) included a list of the steps and procedures implemented by the district in providing information to students about the magnet schools. The auditor found evidence that the steps were indeed followed.

Student records were examined in each magnet school in an effort to determine progress. The number and kinds of records kept varied with each

magnet to provide for the needs indigenous to each educational center. There does appear to be some common denominator in all schools. The freedom of choice appeared to be prevalent in every school; students were enrolled in each magnet because they desired to be there.

The April 7, 1976 Court Order stipulated that each student could have the option of remaining in his/her assigned school or to opt for a transfer to another school in the district under provisions for a Minority-Majority Transfer, Majority-Minority transfer, or to take advantage of a curricular program not offered in the assigned school. The order was very explicit in defining the conditions under which a student might attend any school in the district. The choice was left to the student provided all other conditions were met (i.e. ethnic balance was not disrupted, the desired curriculum was offered and space was available). Thus, the responsibility for selecting a school rested with the student and/or his/her parents.

#### Transportation Institute

The teacher-student ratio is approximately 1:14 at the Transportation Institute. The student population is composed of 159 Anglos (28.8%), 269 Blacks (48.7%), and 4 Mexican-Americans (.7%). The transportation Magnet is housed in an old, out-dated structure, which has limited exit areas from the second floor for students' safety. The proximity of the cafeteria to the motor repair section allows exhaust fumes to filter into the eating area. Ventilation in the paint shop is less than adequate; paint fumes constantly permeate the entire area.

A lack of parental participation exists, and there is no Parent Teacher Association at this Magnet. The school has been adopted by several car dealerships in the Dallas-Fort Worth area. Businessmen from these firms

serve on the school's Planning Committee. According to instructional staff members and students, there is a need for additional qualified guidance counselors.

#### High School for the Health Professions

The Health Professions Magnet has a teacher-student ratio of approximately 1:20. Out of a total enrollment of 796 full and part-time students, there are 231 Anglos (29.0%), 479 Blacks (60.1%), and 86 Mexican-Americans (10.9%).

The school has been adopted by Dental Auxiliaries, Baylor Hospital, and several other private and public institutions. There is an active Health Advisory Committee consisting of sixteen Anglo members and a Dental Committee with three Blacks and thirteen Anglos. Academic instruction is punctuated with regular field trips to area clinics and hospitals.

The academic facilities are crowded, and students lack adequate locker space. Despite these mild disadvantages, student morale is high, and the overall attitude of the students can be labeled enthusiastic. Parental involvement, however, is minimal.

#### Business and Management Center

The Business Magnet has a total student enrollment of 1436 full and part-time students. The majority of these students are Black, 1021 or 71.1%. Anglo and Mexican-American students number 20 (13.9%) and 9 (0.6%), respectively. The teacher-student ratio is approximately 1:15.

Discipline problems are minimal and are handled primarily through parent-teacher conferences. There is, according to one counselor, an inability to attract Anglo students. As of April 20, 1977, there were still 150 Anglo stations available.

Some of the adopting agencies which also participate in the internship program include: Zales, Sanger Harris, Fidelity Union, Republic National Bank, and Minyards. Community support for the Business Magnet appears to be quite strong. Student morale and motivation seem to be very high. The faculty members at this Magnet are enthusiastic about the curriculum offerings and the philosophy of the Magnet concept.

Finally, the facilities at the Magnet are very adequate to conduct the academic program offered by the institution. Not only is there a wide variety of business hardware, but the educational surroundings within the Magnet itself present an atmosphere which seems to be conducive to learning.

#### Arts Magnet High School

Arts Magnet High School has a teacher-student ratio of approximately 1:25 and a total student population of 744. A breakdown of this population reveals 312 Anglos (42%), 372 Blacks (50%), and 53 Mexican-Americans (7%). Seven students were categorized as "other" with respect to ethnicity.

When possible, individualized instruction is emphasized. Much of the instructional program stresses the use of visual aids, especially in connection with the music and dance clusters.

The Magnet's staff is enthusiastic about the goals and objectives of the Magnet. Furthermore, they appear to be dedicated professionals who are student-centered and who stimulate learning through a "caring" attitude.

However, the regular curriculum (academic) needs to be more fully incorporated into the "total" program. Staff members felt this was somewhat of a disadvantage when assessing the "total" educational curriculum. Not only should there be a more fully integrated curriculum, but the educational facilities at the Arts Magnet are in dire need of repair and expansion.

Moreover, there is a distinct shortage of classrooms and teaching space for instructional innovation.

Overall, the Magnets showed evidence of providing resources and services congruent with their educational goals. The philosophy behind the educational thrust is both educationally innovative and long past due on the educational scene. There are, however, shortcomings. Attention needs to be directed to the absence of recreational facilities at the Magnets. During interviews with the Auditor, Magnet staff members indicated a deep concern about the academic standing (educational preparedness) of their students. In general, staff members felt that conducting remedial work was not within the scope or nature of their function as professionals imparting expertise within their own area of academic competency. Furthermore, some counselors and campus administrators voiced regret concerning the aura that some non-Magnet institutions within the district use the Magnets as "dumping grounds" for academically "borderline" students or "chronic" disciplinary repeaters. The permeation of this negative attitude vitiates the strength of the educational concept.

Reading achievement in the Magnet schools remains a problem. Remedial reading work is necessary in many instances to bring these students to a reading comprehension level suitable for Magnet-level work. This can cause time delays in employment-entrance and encumbers the academic thrust of the Magnets. To illustrate this specific concern, Table 5 presents data by individual Magnet school with respect to the number of students at each Magnet who are currently reading below their academic placement.

Table 5

Students reading below grade level at Magnet schools

| School             | Reading<br>Grade Level | Number of *<br>Students |
|--------------------|------------------------|-------------------------|
| Health Professions | - 5                    | 75                      |
| Business           | - 5                    | 100                     |
| Arts               | - 4                    | 62                      |
| Transportation     | - 3                    | 60                      |

\*These figures do not represent ethnic student composition.

5.(d) Bilingual Education Program

The bilingual education program implemented in the 29 educational centers in the DISD during the 1976-77 academic year focused primarily on providing instruction for children of limited English speaking ability (LESA). Students eligible for participation in the bilingual program has been defined as those lacking oral proficiency in English and/or having difficulty performing ordinary classwork in English. The DISD utilizes the Primary Acquisition of Language (PAL) test as a screening device for program eligibility.

Funds for the implementation of the DISD bilingual program come from various sources. One source is the Texas Education Agency which provides funds for instruction in grades K-5 under the Texas Bilingual Education Act. Additional funds are provided under Title I, Title IV and Title VII of the Elementary and Secondary Education Act (ESEA). Local district funds are also utilized particularly at grade 6. State regulations provide primarily for Mexican-Americans who have been identified as LESA students; however, some Blacks and Anglos may participate on a voluntary basis utilizing some of the federal funds.

The DISD reports to the Court listed the names of schools and grade levels in which the bilingual program was being implemented in the district. No additional information was provided. As a part of the audit function, visits were made to twelve (12) of the twenty-nine (29) schools in which the district's bilingual program was operational. No effort was made to determine the comprehensiveness, thoroughness, or adequacy of the program as it was implemented as no descriptive information was provided by the DISD in the reports to the Court. Therefore, the External Auditor interviewed principals, resource teachers, and classroom teachers in a sample of schools to obtain information about program implementation. The bilingual observation form used is included as Appendix B.

Table 6

Bilingual Schools Visited

| School         | Sub-District | Grades |
|----------------|--------------|--------|
| John Q. Adams  | Northwest    | 4-6    |
| Rufus Burleson | Southeast    | 4-6    |
| F.P. Caillet   | Northwest    | 4-6    |
| Fred Douglass  | Southwest    | K-3    |
| James Fannin   | Northwest    | K-3    |
| James S. Hogg  | Southwest    | K-6    |
| Benito Juarez  | Southwest    | K-2    |
| Sidney Lanier  | Southwest    | K-6    |
| Robert E. Lee  | Northeast    | K-6    |
| Mount Auburn   | Northeast    | K-3    |
| John F. Peeler | Southwest    | K-6    |
| Dan D. Rogers  | Northwest    | 4-6    |

The Auditor would caution the reader that on-site visits were made on a one-time basis; therefore, the observations could be in variance from those which could represent a more typical situation. It was found that in most instances efforts were being made to implement bilingual education in

accordance with the district's baseline curriculum. There was also some evidence that schools were attempting to implement a Multicultural Social Studies Program.

There was found to be some divergence among staff in some schools in providing for the wide range of needs of students. In such instances modifications and adaptations were made in an attempt to provide the best instruction for each child under prevailing conditions. There was found to be overcrowding in some schools, particularly at Dan Rogers and James S. Hogg. Some buildings, especially Benito Juarez and Fred Douglass, are old and inadequate. There appeared to be a diversity among staff concerning the adequacy of available materials to meet individual needs. There was evidence of teacher-made instructional materials in some schools.

The district resource personnel were found to be actively working in all of the schools observed. Aides, in most instances, served more than one classroom in every school. There was evidence of tutorial, parent, adult, and community involvement in many schools. Sidney Lanier has been adopted by Sanger Harris, which has provided many volunteers; a large number of adults also participate in fairs and arts and crafts activities at the school. Fred Douglass school has been adopted by St. Marks Private School, which provides tutoring services; and Robert E. Lee has been adopted by the Northridge Presbyterian Church and St. Andrews Episcopal Church. Many of the other schools need adopting agencies and parental involvement. Positive reinforcement is especially needed at Dan Rogers, Rufus C. Burleson, and James Hogg.

Of the 190 teachers assigned to the district's bilingual program, 109 were reported to have bilingual certification and the remainder were in

progress for certification and functioning under special assignment permits. There was an expressed desire on the part of the staff interviewed to have additional qualified professional instructional personnel who understand the language and cultural differences inherent in children enrolled in the bilingual program.

5.(e) The Multicultural Social Studies Program

The DISD reports to the Court listed the schools and grade levels where Multicultural Social Studies Programs were operational during the 1976-77 school year. Since there was no descriptive information presented as a part of the report to the Court, verification of program comprehensiveness or adequacy of program content was not possible. Therefore, the Auditor was able to determine only that some type of Multicultural Social Studies Program was being implemented in a sample of the schools visited. The Multicultural Social Studies Program philosophy was found to be operational in James P. Bonham, Robert C. Buckner, Colonial, B.F. Darrell, J.W. Ray, J.J. Rhoades, Erasmo Seguin, Phyllis Wheatley, Sam Houston, Fred Douglass, and Kleberg. Multicultural Social Studies Program kits are provided for teachers to use when implementing the MSSP as a supplemental approach.

6. The number and percentage of teachers by ethnicity assigned full-time in each educational center, including Vanguard schools, Academies, and Magnet schools.

The audit responsibility was twofold: first, a verification of school administrators (at the building level) with respect to ethnicity and assignment to an educational center; and second, a verification of the number and percentage of teachers by ethnicity as reported to the Court in the December 15, 1976 Report.

To facilitate the sampling procedure, a request was made that a list of school administrators and a list of teachers be generated separately. Furthermore, an additional request was made that the list of school administrators and teachers be further divided into the six sub-districts and then alphabetized by school at each level and name and ethnicity of each administrator and teacher noted.

Utilizing the random sampling technique, a selection was made of a 5% sample of school administrators and a 5% sample of teachers, by name, to verify ethnicity and school assignment. Through the use of a random numbers table individual teachers and administrators were selected. These names were then submitted to Mr. William A. Morgan, Jr., Director of Personnel. Mr. Morgan provided each personnel file of those professionals who were selected via random sampling for verification of ethnicity, job assignment, and educational center.

The files of twenty-one (21) school administrators, out of a total of 316, were examined first. In the Northwest sub-district, North Dallas High School, T.J. Rusk, George W. Carver, and L.L. Hotchkiss were selected for verification purposes. In the Northeast, Madison High School, J.L. Lang Junior High School, and Roberts Elementary School were chosen. The Southeast sub-district schools included Lincoln, J.B. Hood, and San Jacinto. In Seagoville, Seagoville High School and Kleberg Elementary School were selected. Schools in the Southeast were David Carter High School, L.V. Stockard Junior High School, and J. Davis and J.W. Carpenter elementary schools. South Oak Cliff High School, O.W. Holmes Junior High School, and Harrell Budd Elementary School comprised the schools in East Oak Cliff which were chosen in the random sampling process.

Each file of the building level administrators at each of these 21 schools was examined for the purpose of verifying ethnicity, job assignment, and educational center as originally reported in the computer printout. There were no discrepancies between the printout information and the data contained within the administrative personnel files as of February 23, 1977.

The same procedure (random sampling) was used to select a 5% sample of full-time teachers in each of the six sub-districts. This particular verification process was more cumbersome and time consuming because the number of units to be sampled was 301.

In the Northwest sub-district, out of 1,399 full-time teachers, 69 units were selected for purposes of verification. The Northeast sub-district required verification of a total of 62 teachers' files out of a total of 1,236 professional staff. Seagoville, having 102 teachers, had five sampling units. Out of 1,071 teachers in East Oak Cliff, 54 files were selected for verification. In the Southwest sub-district where there were 1,207 full-time teachers employed, 61 units were drawn for sampling purposes. Fifty (50) files out of 994 were selected to be verified in the Southeast sub-district.

Sampling procedures were again facilitated by a special printout supplied by Mr. William Morgan, which listed each educational center alphabetically by sub-district, and contained an alphabetized list of teachers and their ethnicity. Names of those teachers who were selected via the sampling procedure were given to Mr. Morgan, who, in turn, retrieved the 301 personnel files for the Auditor to examine with respect to ethnicity, employment, and place of employment.

After examining each file, five files were found which contained missing or incorrect information when compared to the data as presented in

the computer printout. Three (3) files contained no information with regard to the ethnicity of the individual teacher, and two (2) files had incorrect information as to which educational center the teacher was assigned.

There was, however, a rather large disparity between the total number of teachers reported by the DISD to the Court in a November 9, 1976 printout listing the names and ethnicity of full-time teachers and the printout which was supplied to the Auditor by Mr. Morgan to facilitate the sampling procedure. The November 9, 1976 printout indicated that there were 6,188 teachers employed by the DISD as of that date. The second printout dated February 18, 1977 reported a different total -- 5,999. During the period between November 9, 1976 and February 18, 1977, there was a decrease of 189 full-time teachers.

Mr. Santillo responded that the decrease could be attributed to teacher pregnancy, resignation and/or leave of absence.

7. The progress toward affirmative action in attaining the recruiting and employment goal, including the number and percentage of new teachers and administrators by ethnicity engaged by the DISD.

The number and percentage of new teachers, by ethnicity, sought, recruited, and successfully employed by the district between July 1, 1976 and October 1, 1976 under a teacher contract are as follows:

|                  | <u>Number</u> | <u>Percent</u> |
|------------------|---------------|----------------|
| Anglo            | 366           | 62%            |
| Black            | 108           | 19%            |
| Mexican-American | <u>113</u>    | <u>19%</u>     |
| Total            | 587           | 100%           |

The number and percentage of new administrators sought, recruited, and successfully employed during the same time period as above is as follows:

|                  | <u>Number</u> | <u>Percent</u> |
|------------------|---------------|----------------|
| Anglo            | 2             | 15.4%          |
| Black            | 2             | 15.4%          |
| Mexican-American | <u>9</u>      | <u>69.2%</u>   |
| Total            | 13            | 100%           |

All employment data are current as of October 6, 1976:

The External Auditor, in an effort to verify affirmative action procedures regarding recruitment and employment of new teachers and administrators, met on several occasions with Mr. William Morgan, Director of Personnel, and Mr. John Santillo, Assistant Superintendent for Personnel. These administrators supplied a comprehensive and informative "Court Order Notebook", which was divided into reference sections pertaining to relevant personnel administration policies and practices. Also presented was a definition of

personnel competence (Appendix C) and a statement on the selection of principals (Appendix D).

On February 17, 1977 the Auditor, Mr. Morgan, and Mr. Santillo personally went through the contents of the "Court Order Notebook". At the same meeting, each administrator personally verified that the contents of the notebook were correct and that the figures were accurate. Among the sections which were discussed at length and in detail were recruiting efforts and practices as they related to the acquisition of new teachers, advertising efforts, recruiting expenditures and brochures, and hiring and assignment practices.

The DISD does have a comprehensive campus (college) recruiting program as evidenced by recruiting schedules and confirmation interviews with three personnel recruiters and interviewers -- Mr. Douglas Williams, Mr. Jack Hunter, and Mr. Chris Carrizales. In addition to recruiting within the state of Texas, personnel interviewers travel to Oklahoma, New Mexico, Arkansas, Mississippi, Louisiana, Maine, New Hampshire, and Massachusetts in efforts to find qualified teachers.

Special efforts are made to recruit minority teachers (Mexican-Americans) by retaining Dr. David Hinojosa, Texas A & I University; Dr. George Gonzales, Pan American University; and Dr. Benita Lowery, St. Mary's University, as recruiting assistants.

Advertising efforts include spot radio announcements over the local media concerning interviewing places and times for minority applicants and newspaper advertisements and clippings pertaining to teacher recruitment. These advertisements appeared in newspapers in several Texas cities and in out-of-state newspapers as well. A total of \$8,628.62 was spent on recruit-

ing minority personnel between April 2, 1976 and May 12, 1976. In addition to these efforts, a slide-tape presentation entitled "We've Got What You Want", accompanied by an elaborate brochure, stresses the multi-cultural composition of the DISD.

The number of new teachers, by ethnicity, as reported to the Court in the December 15, 1976 Report was not entirely correct. Instead of 588 new teachers, DISD employed a total of 687 new professionals. A breakdown of these teachers, by ethnicity, is as follows: Native America - 4, 0.58%; Black - 13-, 20.23%; Oriental - 1, 0.15%; Mexican-American - 124, 18.05%; and Anglo - 419, 60.98%. Apparently, the reasons for the discrepancies are threefold: (1) late hiring precipitated by the sudden availability of federal funds; (2) incomplete data registered in the computer; and, (3) payroll statistics taken from the computer on October 7, 1976.

According to Mr. Santillo, assignment practices are made in accordance with the Singleton case. However, if needs arise whereby the staffing of minority teachers becomes necessary for the betterment of a school program, the DISD exercises the discretion to assign minority teachers at variance with respect to the percentages established by Singleton.

To verify recruitment and employment of new administrators, by the DISD, information contained within the "Court Order Notebook" was presented. The information did not address itself specifically to the figures reported to the Court in the December 15, 1976 Report. The Auditor asked Mr. John Santillo to supply a computer list by name, ethnicity, and campus assignment, of the 13 new administrators for purposes of verification. This information was not forthcoming. What was supplied instead of the requested printout was an updated version of the original mimeo-form page that was in the

"Court Order Notebook" with no individual names, ethnicity, or campus assignments. This particular part of the Report, therefore, could not be verified.

8. The current status of capital outlay projects, and allocation of bond issue funds in relation to the priorities and programs established by this order.

On September 23, 1976, this Court entered an order in this action authorizing the district to proceed with five construction site selections, and acquisition projects, and the following projects have been commenced with proceeds of the district's 1967 bond issue allocated as shown following.

An interview was made with both Dr. Weldon S. Wells, Assistant Superintendent for Support Services, and Mr. Kermit Key, Administrative Assistant for Support Services, on April 6, 1977 for the purpose of verifying the reported date.

| <u>Project</u>                                                                                                                              | <u>Allocation</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Select and acquire the site and construct thereon the new K-3 facility and community center in West Dallas for the Juarez-Douglass area. | \$905,000         |

According to Mr. Key, Project 1 has not yet been fully completed. The facility portion of the project is still in the planning stages, but seventeen of the eighteen lots needed for constructing the K-3 educational facility have been purchased. Cost estimates, however, have increased from the reported \$905,000 to an estimated \$1,250,000.

The site for the community center had been purchased and the center had been constructed.

| <u>Project</u>                                                                                                                                                                  | <u>Allocation</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 2. Select and acquire the site for the purpose of acquiring additional playground space and athletic, band and drill team practice fields for Franklin D Roosevelt High School. | \$101,034         |

The selection and acquisition of a site for additional land space for Roosevelt High School has been accomplished. According to Mr. Key, the property was purchased and surveyed for approximately \$56,000 in October, 1976. However, by the time the site has been "cured" - ready for immediate educational use - the cost will exceed the \$101,034 by at least \$48,966.

| <u>Project</u>                                                                                                                                                            | <u>Allocation</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 3. Construct a new comprehensive four-year high school for grades 9-12 in the Seagoville sub-district on real estate now owned by the Dallas Independent School District. | \$5,300,000       |

Construction of a new high school in the Seagoville sub-district in 1967 would have cost the district some \$5,300,000. As of April 5, 1977, the lowest open bid placed on constructing the education facility was \$2,500,000 according to Dr. Weldon S. Wells. This indicates an increase in cost of \$3,200,000.

| <u>Project</u>                                         | <u>Allocation</u> |
|--------------------------------------------------------|-------------------|
| 4. Make extensive renovations to Hillcrest High School | \$627,000         |

Extensive renovations to Hillcrest High School have not been completely accomplished. To date, only one of the planned renovations has been completed. This is a covered walkway comprising some 200 yards that serves to connect two buildings -- Hillcrest High School and Benjamin Franklin High School. In order to complete the planned renovations as they appeared in the 1967 bond issue, an increase of at least \$223,000 would be appropriate for present costs to meet the district's goals.

Construction of the Reagan Gymnasium has been held in abeyance by reason of the bond election called for December 11, 1976.

On October 11, 1976, the Board of Education adopted an order calling an election to be held December 11, 1976, on the proposition of which the Board be authorized to issue bonds in the amount of \$80,000,000 for the purpose of the construction and equipment of school buildings in the district and the purchasing of necessary sites therefor. At that election the bond issue passed.

Audit - April 15 Report

Dr. Weldon Wells, Assistant Superintendent in charge of Support Services, was interviewed to verify data in the April 15 report concerning capital outlay projects and renovations to existing schools.

Among the schools selected for verification were: David W. Carter, Thomas Jefferson, L.G. Pinkston, South Oak Cliff, W.T. White, Hillcrest, Franklin D. Roosevelt, Woodrow Wilson, David Crockett and the Business Magnet.

The findings indicate that (a) some of the projects are in various stages of completion; (b) bids are still being considered on others; and (c) in two instances; work will commence in the Fall in 1977. The most recent capital outlay is shown on Table 7.

Table 7

## Capital Outlay Projects

| Schools          | Laboratories |         |              |       | Modular<br>Construction | Phase<br>I      | Site<br>Impr | Complete<br>Rehab. | Complete<br>Renovation | Expansion      |
|------------------|--------------|---------|--------------|-------|-------------------------|-----------------|--------------|--------------------|------------------------|----------------|
|                  | Math         | Science | Ind.<br>Arts | Other |                         |                 |              |                    |                        |                |
| David W. Carter  | ✓            | ✓       | *NW          | *NW   |                         |                 |              |                    |                        |                |
| Thomas Jefferson | ✓            | ✓       | *NW          | *NW   |                         |                 |              |                    |                        |                |
| L.G. Pinkston    | ✓            | ✓       | *NW          | *NW   |                         |                 |              |                    |                        |                |
| South Oak Cliff  | ✓            | ✓       | *NW          | *NW   |                         |                 |              |                    |                        |                |
| W.T. White       | ✓            | ✓       | *NW          | *NW   |                         |                 |              |                    |                        |                |
| Hillcrest        |              |         |              |       |                         | only<br>walkway |              |                    |                        |                |
| Roosevelt        |              |         |              |       | approved                |                 |              |                    |                        |                |
| Woodrow Wilson   |              |         |              |       |                         |                 |              | Fall<br>1977       |                        |                |
| David Crockett   |              |         |              |       |                         |                 |              |                    | Fall<br>1977           |                |
| Business Magnet  |              |         |              |       |                         |                 |              |                    |                        | Summer<br>1977 |

\*NW = No work done; ✓ = Completed

9. The results of the District's annual standardized achievement tests program by school, grade, (grades 2, 2, 6, 8, 9 and 12), and ethnicity.

The results of the District's annual achievement tests by school, grade and ethnicity were delivered in March, 1977. The test score results were reported to the Court in Stanine Scores.\* Stanine Scores, reported in this fashion, did not lend themselves to meaningful interpretation. Furthermore, the format of the printout did not lend itself to the random sampling technique. Therefore, validation of the test scores was not possible, since an undue amount of time and a considerable cost would have resulted had the data been produced for verification purposes.

Ideally, the Auditor would have found useful the test results presented in raw scores or standard scores. Scores reported in this fashion would have facilitated the task of verification and would have lent itself to the technique of random sampling. Since such score reporting could not have been accomplished economically for this particular audit, the only avenue open was to verify the process used to generate the Stanine Scores. By so doing, a reasonable assumption can be made that the generated scores are indeed authentic.

The process involved was both lengthy and time consuming. An effort was made to verify the process as being virtually fail-safe and to assess the extent of quality control in the system by obtaining the original test sheets of all the fourth grade students at Walnut Hill Elementary School.

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\*Stanine Scores (standard nines) are raw scores which have been standardized and normalized and have a mean of 5 and a standard deviation of 2.

These raw data, or original source material, were then rescored and the original test scores, stored on tapes, were then retrieved from the storage tapes which, in turn, were then retrieved from the storage tape which, in turn, generated the printout containing Walnut Hill test scores for the fourth grade. The scores were compared to those generated in the initial printout presented to the Court. The test scores and all other data presented on the two printouts matched.

The degree of quality control is extremely high. Tests are scored and recorded. The answers in the test manual are then compared to those answers which appear on each student's answer sheet. This process is completed approximately one hundred times according to Mr. Richard Mallett, Senior Analyst for Test Processing in the Data Processing Division, to assure recording accuracy. The process was verified and the degree of quality control within the test scoring and reporting process was found to be extremely high.

10. (a) Efforts made by the DISD to successfully implement the Order of the Court in the area of parent involvement efforts.

The "Shared Accountability Program for Monitoring Essential Reading Skills", also called Partners in Reading, has been adopted for grades K-3. The program includes several parent-teacher conferences, reading skills materials for parent-child home studies, and child progress reports for parents. Of the twenty (20) K-3 schools visited, verification was made that all schools had instituted this parent involvement program. Both administrators and teachers felt the program was of great educational value.

Parent Advisory Committees, each composed of an average membership of ten parents and usually meeting once a month, had been established at all twenty (20) K-3 schools visited by the Auditor. Parent Advisory Committees work closely with the school staff in planning the implementation of programs and curriculum offerings.

Mr. Rodney Davis, Director of the School Action Center, confirmed the efforts of the DISD to attract aides and tutors to assist teachers in classroom instruction. Newspaper ads, brochures, and recruiting booths at area shopping centers were all a part of the DISD's efforts to acquire adult help.

The Parent Involvement Program, utilizing the services of Parent Ombudsmen as facilitators and liaisons between home and school, was operating in five (5) of the twenty (20) K-3 schools visited. This program involves parents in workshop sessions and informative question-answer meetings concerning curriculum and instruction. The schools utilizing the Ombudsmen concept were: Buckner, Wheatley, Juarez, Darrell, and Rhoades.

#### 10.(b) Staff Development Program

A member of the audit team interviewed Mr. H. B. Ball, Deputy Associate Superintendent - Personnel Development in charge of staff development.

The Dallas Urban Education program was developed to prepare teachers to become more effective in teaching culturally different students. There are eight universities and colleges participating in the program - Southern Methodist, East Texas State, Texas Women's University, Bishop, North Texas State, Prairie View A&M, University of Texas at Dallas and Dallas Baptist. In 1976-77, 658 student teachers and 356 supervising teachers participated in the program.

In compliance with the Court Order, the Education Excellence Program was developed and became operational in the '76-77 school year. Early Childhood education was the focus this year, and teachers from each K-3 center participated in the program. There were no figures immediately available.

The Job-alike training sessions for support personnel focused on:

(a) roles and responsibilities of paraprofessionals in DISD, (b) development of more effective communication skills and (c) multi-cultural experiences. Department heads and members of the central administration provided the leadership and organized the training sessions. DISD employees were chosen from Accounting, Central Staff Secretarial pool, the Custodial Department, Data Services, Food Services, Maintenance, Schools' secretarial staff, Service Centers and the Teacher aide departments. No figures were immediately available.

The Supervising Teacher program was implemented to develop the skills of supervising teachers in both their classroom and supervisory roles. Supervising teachers and personnel from the eight (8) colleges and universities participated in the program.

The Competency-Based Teacher Education program was implemented during the 1976-77 school year. The program was designed to provide pre- and in-service teachers with teaching skills common to all teaching-learning situations.

The Management Academy is a four-phased pre-service program that prepared a cadre of qualified, pre-trained personnel to assume leadership roles in the DISD as vacancies occur. The four phases are: (a) Screening, (b) 45 hour leadership training program with emphasis on leadership in an urban setting, (c) Summer leadership assignment, and (d) On-the-job internship. There were more than 400 persons who participated in the Management Academy in the 1976-77 school year.

10.(c) Communications and community relations programs

Verification was made of the use of multi-media (television, radio, and the press), to inform the public of actions taken by the District to comply with the Court Order. Brochures and pamphlets regarding the desegregation plan were also examined.

Also, verification was made concerning the staffing and recruitment of volunteers in local business centers. Confirmation was made during interviews with Mr. B. Rodney Davis, Director of the School Action Center, and members of his staff.

The DISD newsletter, Update, March 8, 1977, reported that the community task forces effect the following breakdown:

Table 8  
Community Task Force

| Task force                  | No. of Schools | No. of Agencies |
|-----------------------------|----------------|-----------------|
| Business Task Force         | 44             | 161             |
| Higher Education            | 33             | 12              |
| District Advisory Committee | all            |                 |
| Organizations/Agencies      | 58             | 69              |
| P.T.A.                      | 183            | 195             |
| Realtors                    | 21             | 17              |
| Religious Community         | 85             | 100             |
| Youth Groups                | all            |                 |
| Chambers of Commerce        |                | 7               |

New Activities

- 1&2&3 Verified data through interview with Dr. Harold Lichtenwald.
- 4 Verified data as reported through interview with Mrs. Jeanne Fagadau.
- 5 Mrs. Jeanne Fagadau stated that there were only 600 volunteers in the Spark program.
- 6 Verified data through interview with Earl Kay, DISD.
- 7 Mr. Nat Williams of DISD reported that there were twenty (20) parent advisory committees working through the Community School Action Centers
- 10.(d) Student Leadership Training Programs

The student leadership program is designed to be a continuing growth process. Training begins with awareness for leadership needs through hands-on involvement. Leadership skills are both taught and practiced. This culminates in demonstrating developmental leadership skills in actual leadership roles or activities.

The success of the program is generally determined by the actions and accomplishments of individual students in accordance with goal-setting aspirations. Through LIFE (Leaders Interested in the Future of Education) students become involved in planning change, the assessment of needs, and cooperative efforts to meet proposed goals through the unit on multiple decision making

procedure(s). Moreover, the program helps to foster unity within the school, provides a communications network at the building level, and enhances student cooperation. Experience-based objectives designed to meet program goals include the function of leadership, two-way communication skills, shared decision making, cooperation, and peer pressure awareness.

In an interview with Ms. Tulla Busselle, Program Facilitator of LIFE, it was determined that through October 5, 1976, 1,179 students and 61 teachers/administrators took advantage of the expanding LIFE Leadership sessions in twenty-two (22) middle schools and nineteen (19) high schools. This represents an increase of two middle schools and two high schools from the number stated in the December 15, 1976 Report issued by the District.

Leadership courses receiving credit were introduced during the first academic quarter in the following six (6) schools: Bryan Adams, W.W. Samuel, Justin Kimball, H. Grade Spruce, Pinkston, and Sunset. A total of 176 students participated in this course-credit program. Eight (8) schools were reported by the District to have offered this particular leadership development course.

#### 10.(e) Safety and security

Through interviews with Mr. Homer Fuller, Deputy Assistant Superintendent for Management, and Mr. Travis Johnson, Director of Transportation, confirmation was made of the existence of a radio and telephone communications command post in operation at the central school administration building on Ross Avenue. The Dallas Police Department provides assistance in advising about and coordinating security procedures. Campus administrators were equipped with communications equipment to apprise officials of possible difficulties or delays in implementing the Court Order. Central administration

personnel monitored transportation routes and assisted in driving transportation vehicles.

On-site visits to four bus barns and an examination of records produced by Mr. Travis Johnson verified the fact that 105 buses were equipped with radios to assist in the safety and security aspects of transporting the District's children. Stand-by personnel are employed by the District and are ready to assist in any emergency situation. The District has its own central communications system and communications room, which can contact fire and police personnel in the event of an emergency. This monitoring system is in constant contact with all transportation vehicles and barns.

Students were instructed in school bus safety techniques during the opening weeks of the school year. An audio-visual presentation was specifically developed for presentation to all students within the District. The presentation was supplemented by classroom instruction on the techniques of transportation safety. The above information was validated in an interview with Mr. Morris Brantley, Director of Recreative Arts. Program visual aids along with printed materials which accompanied the presentations were reviewed by the Auditor.

10.(e) Due Process procedures exist in the school district

Due Process procedures do exist within the DISD, and they are operative. Mr. Karl Hoeffner, Coordinator of Student Affairs on March 25, 1977, supplied information about the Due Process procedure and the degree to which it is implemented.

Mr. Hoeffner pointed out that every student is supplied with a General Information Bulletin, No. 125 which includes a section entitled "Student Conduct". The Bulletin is a comprehensive document and within the "Student Conduct" section, a well-defined disciplinary actions and procedures format is presented along with a statement of Due Process procedures.

When infractions do occur, teacher, administrator, parents, and students have knowledge of the Due Process procedures and the Third Party Hearing. According to Mr. Hoeffner, Due Process procedures are outlined on p. 27 on the Bulletin and encompass the following: Legal Aspects, Search/Seizure, Arrest/Custody, and Freedom of Expression.

Third Party Hearings are appropriate when the building administrator uses suspension as a means of disciplining a student. Suspension is divided into two categories: a 3-Day Suspension and a 10-Day Suspension. In both cases, the student is given both an oral and a written notice of the charge against him/her and knowledge of the evidence to substantiate that specific charge. Parents or guardian are notified in writing as to the nature of the infraction and the reason(s) for suspension.

If disciplinary action is recommended beyond the 3-Day Suspension or the 10-Day Suspension options, the principal shall present written notice of the charges against the individual, explain the evidence, and provide an opportunity for the student to present his/her version to the Third Party in a designated hearing. The principal completes a Form S-92 and provides a copy to the Third Party and to the parents or guardian along with a copy of the District's policies and procedures on suspension. A hearing date is then arranged.

At the hearing, attorneys or other creditable parties may appear on the student's behalf. The Third Party representative tapes the hearing, examines the evidence, and determines pupil guilt or innocence. The student is advised of the verdict as well as the assessed punishment, if applicable, within two (2) school days after the conclusion of the hearing. The student has the right to appeal the decision to the Board of Education, which acts as the final authority.

### Parent-Student Attitudinal Survey

An Attitudinal Survey was conducted among selected parents of children involved in the desegregation order. The results of this survey, conducted during April 1977, are presented in Table 9. Twenty-five (25) parents were independently selected to reflect sub-district, ethnicity, and grade level. In the Southwest sub-district, six samples included two Blacks and four Mexican Americans. There were five Mexican Americans, one Black, and three Anglos sampled in the Northwest sub-district. In East Oak Cliff, two Blacks were interviewed, and in the Northeast, five Mexican Americans and one Anglo were asked to complete the survey. Seagoville and the Southeast sub-district were each represented by one interviewee, Anglo and Black, respectively.

The survey, presented in questionnaire format, was composed of 18 questions. The instrument included five basic areas of concern: (1) the general educational atmosphere; (2) the degree of parental involvement; (3) the perceived progress toward desegregation; (4) the quality of the curriculum, the teachers, and the administrators; and (5) the nature and scope of the extra-curricular offerings. A copy of the questionnaire appears in Appendix E.

The overall reaction of those sampled was generally favorable. The most positive reactions centered around questions #10, 13, 4, 14, 17, 18, and 6. Respectively, parents interviewed indicated, without exception, that their child liked the school he/she was attending, and that the transportation

Table 9

## PARENT ATTITUDINAL SURVEY

| Questions                                             | Grade Level | Responses by Ethnicity |   |     |    |   |     | Grand Total | Total Yes | Total No |
|-------------------------------------------------------|-------------|------------------------|---|-----|----|---|-----|-------------|-----------|----------|
|                                                       |             | Yes                    |   |     | No |   |     |             |           |          |
|                                                       |             | A                      | B | M/A | A  | B | M/A |             |           |          |
| 1. Satisfaction with educational progress             | 4-6         |                        |   | 9   | 2  | 2 | 1   |             |           |          |
|                                                       | 7-8         |                        | 1 | 2   | 2  | 1 |     |             |           |          |
|                                                       | 9-12        | 1                      |   | 1   | 1  | 2 |     | 25          | 14        | 11       |
| 2. Satisfaction with desegregation implementation     | 4-6         | 2                      |   | 7   |    |   | 2   |             |           |          |
|                                                       | 7-8         |                        |   |     | 2  | 2 | 2   |             |           |          |
|                                                       | 9-12        |                        | 1 | 1   | 2  | 1 |     | 22          | 11        | 11       |
| 3. Multicultural knowledge with desegregation         | 4-6         | 2                      |   | 8   |    | 1 | 2   |             |           |          |
|                                                       | 7-8         |                        |   | 2   | 2  | 2 |     |             |           |          |
|                                                       | 9-12        | 2                      | 1 | 1   |    | 1 |     | 24          | 16        | 8        |
| 4. Awareness of majority to minority program          | 4-6         | 2                      | 2 | 8   |    |   | 2   |             |           |          |
|                                                       | 7-8         | 2                      | 2 | 2   |    |   |     |             |           |          |
|                                                       | 9-12        | 1                      | 2 | 1   | 1  |   |     | 25          | 23        | 2        |
| 5. Improved educational atmosphere with desegregation | 4-6         | 1                      |   | 8   | 1  | 1 | 1   |             |           |          |
|                                                       | 7-8         |                        | 1 | 1   | 2  |   |     |             |           |          |
|                                                       | 9-12        | 1                      |   | 1   | 1  | 2 |     | 21          | 13        | 8        |
| 6. Visitation to new school                           | 4-6         | 2                      | 2 | 8   |    |   | 2   |             |           |          |
|                                                       | 7-8         | 2                      | 2 | 2   |    |   |     |             |           |          |
|                                                       | 9-12        | 2                      | 2 | 1   |    |   |     | 25          | 23        | 2        |
| 7. Active participation in parent organizations       | 4-6         | 2                      | 2 | 4   |    |   | 6   |             |           |          |
|                                                       | 7-8         | 2                      | 1 | 2   |    | 1 |     |             |           |          |
|                                                       | 9-12        | 1                      | 1 |     | 1  | 1 | 1   | 25          | 15        | 10       |
| 8. Adequate course offerings                          | 4-6         | 1                      |   | 10  | 1  | 2 |     |             |           |          |
|                                                       | 7-8         |                        | 1 | 1   | 2  | 1 | 1   |             |           |          |
|                                                       | 9-12        | 1                      | 1 | 1   | 1  | 1 |     | 25          | 16        | 9        |
| 9. Adequate facilities                                | 4-6         | 1                      |   | 7   | 1  | 2 | 2   |             |           |          |
|                                                       | 7-8         |                        | 2 | 1   | 2  |   | 1   |             |           |          |
|                                                       | 9-12        | 2                      |   | 1   |    | 2 |     | 24          | 14        | 10       |
| 10. Child's satisfaction                              | 4-6         | 2                      | 2 | 10  |    |   |     |             |           |          |
|                                                       | 7-8         | 2                      | 2 | 2   |    |   |     |             |           |          |
|                                                       | 9-12        | 2                      | 2 | 1   |    |   |     | 25          | 25        | 0        |
| 11. Better teaching qualify at new school             | 4-6         |                        |   | 6   | 1  |   | 1   |             |           |          |
|                                                       | 7-8         |                        | 1 | 2   | 2  |   |     |             |           |          |
|                                                       | 9-12        | 2                      |   | 1   |    | 1 |     | 17          | 12        | 5        |
| 12. Better administrative quality at new school       | 4-6         |                        |   | 7   | 2  |   | 3   |             |           |          |
|                                                       | 7-8         | 1                      | 1 | 1   | 1  |   | 1   |             |           |          |
|                                                       | 9-12        | 1                      |   | 1   | 1  |   |     | 20          | 12        | 8        |
| 13. Adequate transportation facilities                | 4-6         | 2                      | 2 | 4   |    |   |     |             |           |          |
|                                                       | 7-8         | 2                      | 1 | 1   |    |   |     |             |           |          |
|                                                       | 9-12        | 1                      | 2 | 1   |    |   |     | 16          | 16        | 0        |
| 14. Fewer discipline problems at new school           | 4-6         | 2                      |   | 7   |    |   | 1   |             |           |          |
|                                                       | 7-8         | 1                      | 1 |     | 1  |   | 1   |             |           |          |
|                                                       | 9-12        | 2                      |   | 1   |    |   |     | 17          | 14        | 3        |
| 15. Milder punishments at new school                  | 4-6         |                        |   | 2   | 1  |   | 2   |             |           |          |
|                                                       | 7-8         |                        |   | 1   | 2  | 1 |     |             |           |          |
|                                                       | 9-12        | 1                      |   |     | 1  |   |     | 11          | 4         | 7        |
| 16. Adequate curriculum                               | 4-6         | 1                      |   | 9   |    | 2 |     |             |           |          |
|                                                       | 7-8         |                        | 1 |     | 2  |   | 1   |             |           |          |
|                                                       | 9-12        | 1                      | 1 | 1   | 1  | 1 |     | 21          | 14        | 7        |
| 17. Sufficient extracurricular offerings              | 4-6         | 1                      |   | 8   | 1  | 1 |     |             |           |          |
|                                                       | 7-8         | 2                      | 1 |     |    |   | 1   |             |           |          |
|                                                       | 9-12        | 2                      | 2 |     |    |   |     | 19          | 16        | 4        |
| 18. Child's extracurricular participation             | 4-6         | 1                      | 2 | 7   | 1  |   | 3   |             |           |          |
|                                                       | 7-8         | 2                      | 2 | 1   |    |   | 1   |             |           |          |
|                                                       | 9-12        | 2                      | 2 |     |    |   |     | 24          | 19        | 5        |

facilities were adequate. The great majority of parents indicated that they were aware of the minority to majority movement currently going on within the school district, that there were fewer discipline problems occurring at the child's new school, that sufficient extra-curricular offerings were available, and that their child was able to participate in these activities. Moreover, the great majority of parents had visited their child's school.

Parents were somewhat less favorable in their reactions, although still positive, with respect to the adequacy of the number of course offerings (#8), the adequacy of the curriculum in meeting diverse students needs (#16), the general improvement in the overall educational atmosphere (#5), and the benefits gained by the child in learning more about other ethnic groups through the desegregation plan (#3).

Respondents indicated that they were more active in school organizations now, as compared to before the Court Order, and that the quality of the administrators and teachers in the new attendance area was higher than in the child's previous school (#12). A slight majority of parents surveyed were satisfied with their child's educational progress at their new attendance area (#1). A majority of parents indicated that punishments for rule infractions were not less severe (#15) at the new school in comparison to the last school attended by their child. Finally, parents reacted evenly on question #2. No clear indication, either positive or negative, could be obtained from the sample group as to whether or not the desegregation plan is working as well as it should be.

## SUMMARY STATEMENT

The audit function of the compliance of the DISD to the U.S. Federal District Court Order of April 7, 1976 tended to be a rather arduous task. Some of the information provided by the District was not in a form that would permit a thorough, comprehensive audit. Supportive, descriptive, and/or objective data were not always available as inclusions to the DISD report to the Court. Therefore, some subjective evaluation was necessary to determine completeness, thoroughness, and adequacy. Data were seldom housed in a central location, and much time and travel were required for the verification process. District personnel, for the most part, were cooperative in supplying the necessary documentation. Efforts to maintain a high degree of objectivity were facilitated through personal interviews and an examination of supportive documentation from various sources and locations in the District.

APPENDICES

**SURVEY OF D. I. S. D. SCHOOLS**  
 (in Compliance with Court Order  
 CA-3-4211-C Item XV Sect; B2).

Grade \_\_\_\_\_ to \_\_\_\_\_

Name of School \_\_\_\_\_ Principal \_\_\_\_\_  
 Address \_\_\_\_\_ Sub-District \_\_\_\_\_  
 Phone No: \_\_\_\_\_ Capacity \_\_\_\_\_ Enrollment \_\_\_\_\_  
 Observer \_\_\_\_\_ Date \_\_\_\_\_

**I STAFF**

Teacher-Student Ratio \_\_\_\_\_ : Adult-Student Ratio: \_\_\_\_\_

Anglo % Black % M-A % Other % Total

**A. Teaching Staff**

Support Staff \_\_\_\_\_

Comments \_\_\_\_\_

STUDENTS

**B. C - 56 S**  
 (Composite)

**LIST OF STAFF**

| STAFF                             | Anglo | 'Black | Mexican American | 'Other | 'Total |
|-----------------------------------|-------|--------|------------------|--------|--------|
| Principal                         |       |        |                  |        |        |
| Intern Admin/<br>Asst. Principal  |       |        |                  |        |        |
| Counselors                        |       |        |                  |        |        |
| Vocational Counselors             |       |        |                  |        |        |
| Librarians                        |       |        |                  |        |        |
| Nurses                            |       |        |                  |        |        |
| Nurses Aides                      |       |        |                  |        |        |
| Special Ed. Teachers              |       |        |                  |        |        |
| Vocational Teachers (Bonus)       |       |        |                  |        |        |
| Orchestra Teacher                 |       |        |                  |        |        |
| Classroom Teachers                |       |        |                  |        |        |
| Classroom Teachers (others)       |       |        |                  |        |        |
| Registrar                         |       |        |                  |        |        |
| Study Hall Teachers               |       |        |                  |        |        |
| Military Personnel                |       |        |                  |        |        |
| Min. Found. Prog. Aide            |       |        |                  |        |        |
| Aides in Liev of Teachers         |       |        |                  |        |        |
| Other Teacher Aides               |       |        |                  |        |        |
| Secretaries                       |       |        |                  |        |        |
| Library Clerks                    |       |        |                  |        |        |
| Attendance/<br>Principal Clerks   |       |        |                  |        |        |
| Building/Data<br>Processing Clerk |       |        |                  |        |        |
| Counselor Clerks                  |       |        |                  |        |        |
| Research & Evaluation<br>Observer |       |        |                  |        |        |

|                   | 'Anglo | 'Black | 'Mexican Amer | 'Other | 'Total |
|-------------------|--------|--------|---------------|--------|--------|
| Campus Officers   | :      | :      | :             | :      | :      |
| Comm. Relations   | :      | :      | :             | :      | :      |
| Cluster Staff     | :      | :      | :             | :      | :      |
| Dir. Development  | :      | :      | :             | :      | :      |
| Resource Teachers | :      | :      | :             | :      | :      |
| Liaison           | :      | :      | :             | :      | :      |
| Youth Advisor     | :      | :      | :             | :      | :      |

C. EVALUATION: D.I.S.D. Principal-Teacher Conference

Comments \_\_\_\_\_  
 \_\_\_\_\_

D. ASSIGNMENTS: D.I.S.D. No. \_\_\_\_\_ Principal \_\_\_\_\_ No. \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_

E. TRANSFERS: IN \_\_\_\_\_ OUT \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_

F. CERTIFICATION: ALL \_\_\_\_\_ Some \_\_\_\_\_ Special Teaching Permit \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_

G. DEVELOPMENT PLAN: Principal's Copy \_\_\_\_\_ Implementation \_\_\_\_\_ No. of times per year \_\_\_\_\_

Content \_\_\_\_\_  
 Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

H. COUNSELORS: No. of Students Counseled Requirement \_\_\_\_\_ Exit \_\_\_\_\_ Entrance \_\_\_\_\_

Magnets \_\_\_\_\_ Career Development Centers \_\_\_\_\_ Curriculum Transfer \_\_\_\_\_

Majority-Minority Transfer \_\_\_\_\_ Minority-Majority Transfer \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II STUDENTS

A. ATTENDANCE: Actual \_\_\_\_\_ December Report \_\_\_\_\_

| B. <u>DISCIPLINE:</u>    | Anglo % | Black % | Mexican American % | Other % | Total |
|--------------------------|---------|---------|--------------------|---------|-------|
| Corporal Punishment      | :       | :       | :                  | :       | :     |
| Counseling               | :       | :       | :                  | :       | :     |
| Parent Conferences       | :       | :       | :                  | :       | :     |
| Supensions (1-3 days)    | :       | :       | :                  | :       | :     |
| Juvenile Court Referrals | :       | :       | :                  | :       | :     |
| Alternative Ed. Programs | :       | :       | :                  | :       | :     |
| Third Party              | :       | :       | :                  | :       | :     |

Comments \_\_\_\_\_

C. CURRICULUM TRANSFERS

|   | Anglo % | Black % | Mexican American % | Other % | Total |
|---|---------|---------|--------------------|---------|-------|
| : | :       | :       | :                  | :       | :     |
| : | :       | :       | :                  | :       | :     |
| : | :       | :       | :                  | :       | :     |
| : | :       | :       | :                  | :       | :     |
| : | :       | :       | :                  | :       | :     |

D. READING LEVELS

|    | Anglo % | Black % | Mexican American % | Other % | Total |
|----|---------|---------|--------------------|---------|-------|
| 2  | :       | :       | :                  | :       | :     |
| 3  | :       | :       | :                  | :       | :     |
| 4  | :       | :       | :                  | :       | :     |
| 5  | :       | :       | :                  | :       | :     |
| 6  | :       | :       | :                  | :       | :     |
| ↓  | :       | :       | :                  | :       | :     |
| 10 | :       | :       | :                  | :       | :     |
| 12 | :       | :       | :                  | :       | :     |

Comments \_\_\_\_\_

E. INDIVIDUAL INSTRUCTION

|        | Anglo % | Black % | Mexican American % | Other % | Total |
|--------|---------|---------|--------------------|---------|-------|
| GRADES |         |         |                    |         |       |
| K      | :       | :       | :                  | :       | :     |
| 1      | :       | :       | :                  | :       | :     |
| 2      | :       | :       | :                  | :       | :     |
| 3      | :       | :       | :                  | :       | :     |
| 4      | :       | :       | :                  | :       | :     |
| 5      | :       | :       | :                  | :       | :     |
| 6      | :       | :       | :                  | :       | :     |
| 7      | :       | :       | :                  | :       | :     |
| 8      | :       | :       | :                  | :       | :     |
| 9      | :       | :       | :                  | :       | :     |
| 10     | :       | :       | :                  | :       | :     |
| 11     | :       | :       | :                  | :       | :     |
| 12     | :       | :       | :                  | :       | :     |

Comments \_\_\_\_\_

F. STUDENT LEADERSHIP  
TRAINING PROGRAM

| Anglo | Black | Mexican American | Other | Total |
|-------|-------|------------------|-------|-------|
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G. EXTRA-CURRICULAR PROGRAM

| 1. _____ | Anglo | Black | Mexican American | Other | Total |
|----------|-------|-------|------------------|-------|-------|
| 2. _____ |       |       |                  |       |       |
| 3. _____ |       |       |                  |       |       |
| 4. _____ |       |       |                  |       |       |
| 5. _____ |       |       |                  |       |       |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

R.O.T.C.

| Anglo | Black | Mexican American | Other | Total |
|-------|-------|------------------|-------|-------|
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |
|       |       |                  |       |       |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III CURRICULUM

| A. <u>BASELINE SUBJECTS</u> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Grades |
|-----------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| Language Arts               |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
| * Social Studies            |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
| Mathematics                 |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
| Science                     |   |   |   |   |   |   |   |   |   |   |    |    |    |        |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. CAREER EDUCATION  
COURSES

|                                 | % Anglo | % Black | % M - A | % Other | % Total |
|---------------------------------|---------|---------|---------|---------|---------|
| Industrial Cooperative Training | :       | :       | :       | :       | :       |
| Distributive Education          | :       | :       | :       | :       | :       |
| Vocational Office Education     | :       | :       | :       | :       | :       |
| Coop. Vocational Adv. Education | :       | :       | :       | :       | :       |
| Home Economic Coop Education    | :       | :       | :       | :       | :       |
| Health Occupation               | :       | :       | :       | :       | :       |
| Cosmetology                     | :       | :       | :       | :       | :       |
| Pre-Employment Child Care       | :       | :       | :       | :       | :       |
| Auto-Mechanics                  | :       | :       | :       | :       | :       |
| General Contracting (CVA)       | :       | :       | :       | :       | :       |
| Radio-TV                        | :       | :       | :       | :       | :       |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. INDIVIDUALIZED INSTRUCTION

How Implemented?

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. HONORS

| Anglo | % Black | % Mexican American | % Other | % Total |
|-------|---------|--------------------|---------|---------|
| :     | :       | :                  | :       | :       |
| :     | :       | :                  | :       | :       |
| :     | :       | :                  | :       | :       |
| :     | :       | :                  | :       | :       |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| E. <u>FEDERALLY FUNDED PROGRAMS</u> |     | Anglo | % Black | % Mexican American | % Other | % Total |
|-------------------------------------|-----|-------|---------|--------------------|---------|---------|
| E. S. E. A. TITLE I                 | I   |       |         |                    |         |         |
|                                     | II  |       |         |                    |         |         |
|                                     | III |       |         |                    |         |         |
|                                     | IV  |       |         |                    |         |         |
|                                     | VI  |       |         |                    |         |         |
|                                     | VII |       |         |                    |         |         |
| Bilingual Reading                   |     |       |         |                    |         |         |
| Tutoring                            |     |       |         |                    |         |         |
| Title I Deaf Project                |     |       |         |                    |         |         |
| Project Kids                        |     |       |         |                    |         |         |
| Career Education                    |     |       |         |                    |         |         |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| F. <u>MULTI-CULTURAL STUDIES SUBJECTS</u> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Grades |
|-------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|--------|
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |
|                                           |   |   |   |   |   |   |   |   |   |    |    |    |        |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| G. <u>PARTNERS IN READING</u> | Anglo | % Black | % Mexican American | % Other | % Total |
|-------------------------------|-------|---------|--------------------|---------|---------|
| Students                      |       |         |                    |         |         |
| Parents                       |       |         |                    |         |         |
| Parents Involvement           |       |         |                    |         |         |
| Parent Advocates              |       |         |                    |         |         |
| Parent Adv. Needed            |       |         |                    |         |         |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| H. <u>PROTOTYPIC ENRICHMENT PROGRAMS</u> | YES | NO  |
|------------------------------------------|-----|-----|
| Mexican American Heritage Center         | --- | --- |
| Afro-American Heritage Center            | --- | --- |
| Ecological Center                        | --- | --- |
| Oral Language Lab                        | --- | --- |
| Educational Tours                        | --- | --- |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### IV FACILITIES

##### MEASUREMENT SCALE

1. Excellent
2. Good
3. Adequate
4. Inadequate
5. Poor

O Non-Existent  
N.A. Not Applicable

OBSERVER: \_\_\_\_\_

#### EXTERNAL FEATURES

##### A. GROUNDS

1. General appearance —
2. Landscaping —
3. Sidewalks —
4. Pathways —
5. Parking Area —
6. Fencing —
7. Lighting —
8. Recreational Area —
9. Recreational Equipment —
10. Sign posts —
11. Security —
12. Garbage receptacles —

##### B. BUILDING(s)

1. General Appearance —
2. Lighting —
3. Brickwork —
4. Woodwork —
5. Trimmings —
6. Roofing —
7. Security —
8. Gutters —
9. Drainage —
10. Ducts ventilation —  
Exhaust —
11. Safety —
12. Windows —

Name of Observer \_\_\_\_\_

Date of Observation \_\_\_\_\_

#### INTERNAL FEATURES

##### C. INTERIOR

1. General appearance
2. Lighting
3. Walls (painted)
4. Hallways
5. Lockers
6. Offices
7. Garbage Receptacles
8. Dining Facilities
9. Doors
10. Drinking Fountains
11. Space Allocation
12. Rest Rooms
13. Plumbing
14. Heating System
15. Electrical System
16. Air-Conditioning
17. Ventilation
18. Stairways
19. Balconies
20. Library
21. Notice/Poster Boards
22. Furnishings
23. Storage Areas
24. Fire exits
25. Fire Extinguishers
26. Gymnasium (Male & Female)

##### D. CLASSROOM

1. General Appearance
2. Lighting
3. Safety
4. Doors
5. Identification Symbols
6. Security
7. Carpeting
8. Floors
9. Waste Baskets
10. Windows
11. Ventilation
12. Heating Central System
13. Air-Conditioning
14. Electrical Outlets
15. Equipment- Mobile —  
Stationary —
16. Chalkboards
17. Notice/Poster Boards
18. Cupboards
19. Bookshelves
20. Chairs
21. Desks
22. Space Allocation
23. Storage Area
24. Fire-Extinguishers

V TRANSPORTATION

ACTUAL \_\_\_\_\_ DECEMBER REPORT \_\_\_\_\_ IN \_\_\_\_\_ OUT \_\_\_\_\_

A. STUDENTS

|                    | 'Anglo | %' | Black | %' | Mexican American | %' | Other | %' | Total |
|--------------------|--------|----|-------|----|------------------|----|-------|----|-------|
| <u>Schools</u>     | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Vanguards          | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Academies          | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Business Magnet    | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Arts               | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Health Professions | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| Transportation     | :      | :  | :     | :  | :                | :  | :     | :  | :     |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. TRANSFER PROGRAM  
(Majority to Minority)

| <u>Schools</u> | 'Anglo | %' | Black | %' | Mexican American | %' | Other | %' | Total |
|----------------|--------|----|-------|----|------------------|----|-------|----|-------|
| :              | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| :              | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| :              | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| :              | :      | :  | :     | :  | :                | :  | :     | :  | :     |
| :              | :      | :  | :     | :  | :                | :  | :     | :  | :     |

Comments \_\_\_\_\_

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\_\_\_\_\_

C. FACILITIES

|                |   |   |   |   |   |   |   |   |   |
|----------------|---|---|---|---|---|---|---|---|---|
| Type 72 Seater | : | : | : | : | : | : | : | : | : |
| D.I.S.D.       | : | : | : | : | : | : | : | : | : |
| Mini-          | : | : | : | : | : | : | : | : | : |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## VI COMMUNITY PARTICIPATION

| <u>PROGRAMS</u>      | <u>Anglo</u> | <u>%</u> | <u>Black</u> | <u>%</u> | <u>Mexican American</u> | <u>%</u> | <u>Other</u> | <u>%</u> | <u>Total</u> |
|----------------------|--------------|----------|--------------|----------|-------------------------|----------|--------------|----------|--------------|
| P.T.A.               | 1            |          | 1            |          |                         |          | 1            |          |              |
| P.T.S.A.             | 1            |          | 1            |          |                         |          | 1            |          |              |
| Adopt A School       | 1            |          | 1            |          |                         |          | 1            |          |              |
| Athletic Booster     | 1            |          | 1            |          |                         |          | 1            |          |              |
| Parent Advisory      | 1            |          | 1            |          |                         |          | 1            |          |              |
| Volunteer            | 1            |          | 1            |          |                         |          | 1            |          |              |
| Parental Involvement | 1            |          | 1            |          |                         |          | 1            |          |              |
| Tutors               | 1            |          | 1            |          |                         |          | 1            |          |              |
| R.I.F.               | 1            |          | 1            |          |                         |          | 1            |          |              |
|                      | 1            |          | 1            |          |                         |          | 1            |          |              |

Comments \_\_\_\_\_

### GENERAL OBSERVATIONS

**Comments**

BILINGUAL

|          | ANGLO | BLACK | MEXICAN-AMERICAN | OTHER | TOTAL |
|----------|-------|-------|------------------|-------|-------|
| Students | _____ | _____ | _____            | _____ | _____ |
| Teachers | _____ | _____ | _____            | _____ | _____ |
| Aides    | _____ | _____ | _____            | _____ | _____ |

CERTIFICATION: \_\_\_\_\_ ALL \_\_\_\_\_ IN PROCESS

LANGUAGE DOMINANCE: \_\_\_\_\_ SPANISH \_\_\_\_\_ TRANSITIONAL MAINTENANCE \_\_\_\_\_

MONOLINGUAL: \_\_\_\_\_ SPANISH \_\_\_\_\_ ENGLISH

NO. OF CLASSES: \_\_\_\_\_ IN SPANISH \_\_\_\_\_ IN ENGLISH

PROVISIONS FOR ESL: \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ASSESSMENT AND EVALUATION

ORAL WRITTEN DISC COMMERCIAL OTHER

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## MATERIALS

TYPE: AUDIOVISUAL PROGRAMMED SUPPLEMENTARY

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|         | ANGLO | BLACK | MEXICAN-AMERICAN | OTHER | TOTAL |
|---------|-------|-------|------------------|-------|-------|
| TUTORS  | _____ | _____ | _____            | _____ | _____ |
| PARENTS | _____ | _____ | _____            | _____ | _____ |
| ADULTS  | _____ | _____ | _____            | _____ | _____ |

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DALLAS INDEPENDENT SCHOOL DISTRICT

PERSONNEL COMPETENCE

The Dallas Independent School District strives to locate teaching and administrative personnel who have the ability, the physical, emotional, and social attributes to inspire, motivate and challenge the girls and boys for whom they are responsible. Also, these personnel should be sufficiently and adequately prepared academically.

The mission of public education is to transmit the multicultural heritage to the children through education. Educational staff members, teachers, principals, etc. are charged with the responsibility to develop instructional and process goals, and make every effort to achieve these objectives by providing students a variety of learning experiences and/or modes of learning which are structured so as to enable all students to attain the specific instructional goals of each basic area of instruction.

The Dallas Independent School District ascertains the competence of its teachers by the successful completion of the components as stated in the ten sections of the enclosed Teacher Evaluation Form. These ten categories are most comprehensive in determining the goals and objectives of the teacher's performance.

dallas independent school district

## TEACHER EVALUATION

CONFIDENTIAL

## RECOMMENDATION OF PRINCIPAL:

- ☐ Recommend for re-employment
- ☐ Not Recommended for re-employment

## TEACHER'S STATEMENT:

A formal conference was held on (date) \_\_\_\_\_ with my principal.

I acknowledge that each of the Personal and Professional characteristics listed within was discussed and that specific suggestions were recommended. I understand that my signature below does not necessarily mean that I agreed with the evaluation. I also understand that I have the right to discuss my status with the Assistant Superintendent-Personnel of the Dallas Independent School District.

Signed comments are attached by principal ☐ and/or teacher ☐

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

## TEACHER'S OVERALL RATING

Successful

Marginal

Unsuccessful

☐☐☐

TEACHING ASSIGNMENT \_\_\_\_\_

NUMBER OF YEARS OF SERVICE, INCLUDING THIS YEAR, IN THIS SCHOOL \_\_\_\_\_

CURRENT YEARS OF SERVICE, INCLUDING THIS YEAR, IN THE DALLAS INDEPENDENT SCHOOL DISTRICT \_\_\_\_\_

TOTAL YEARS OF SERVICE IN THE TEACHING PROFESSION \_\_\_\_\_

COMMENTS: \_\_\_\_\_

## I. CLASSROOM MANAGEMENT

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher creates a room atmosphere conducive to learning.
- B. He administers classroom routines effectively.
- C. He maintains good order without compulsion and makes few reprimands. The need for disciplinary action is infrequent. Pupils show respect for the teacher, his knowledge, and his methods, as evidenced by such reaction as courteous attention and requests for help.
- D. He maintains control; handles his own routine discipline problems; is firm and consistent, but friendly; is self-confident in management of pupils.
- E. The classroom situation is orderly and business-like and indicates planning and control.

COMMENTS

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## II. PUPIL-TEACHER RELATIONSHIPS

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher is consistently fair and impartial; praise and criticism are based on fact; all criticism is constructive; individual pupils are not excessively criticized; the confidence of the children is maintained.
- B. He sets an example of, and encourages, socially acceptable behavior (e.g., dress, correct usage of speech, and manner).
- C. He maintains an atmosphere conducive to freedom of thought and creative expression, and shows respect for pupil opinions and suggestions.
- D. He recognizes and fosters each pupil's worth and dignity.
- E. He demonstrates and communicates a vital interest in and understanding of each pupil's social, emotional, physical and intellectual growth.
- F. He handles behavior problems without emotional extremes.

COMMENTS

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## III. PROFESSIONAL ATTITUDE AND CONDUCT

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher maintains a continuous effort to achieve professional development and attitudes and conduct.
- B. He observes professional ethics; works and cooperates with the entire staff; seeks, shares, and respects ideas of others; refrains from revealing confidential information regarding pupils and their families. Conversations regarding patrons and staff are confined to an ethical level.
- C. He supports established administrative policies and directives.
- D. He performs all required school routines and responsibilities on time.
- E. He exercises professional judgment in absences from work.

COMMENTS

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## IV. PREPARATION AND PLANNING

## COMMENTS

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. Prepares long-term plans for learning experiences from which daily plans developed.
- B. He plans and makes necessary arrangements in advance for materials, equipment, and supplies to carry out the instructional program.
- C. He makes current lesson plans for substitutes in such a manner as to insure the continuance of the regular instructional program.
- D. He adapts plans to circumstances, uses contributions and suggestions of pupils; adapts methods and techniques to the need of individual pupils; develops new methods and materials to fit the changing curriculum.

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## V. KNOWLEDGE OF SUBJECT MATTER

## COMMENTS

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher demonstrates a high degree of knowledge, understanding and skill with respect to the subject matter areas being taught.
- B. He engages in professional study, such as college courses, etc.
- C. He has an awareness of the problems of our changing society.

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## VI. PUBLIC RELATIONS

## COMMENTS

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher aids in establishing and maintaining a good relationship between the school and the community.
- B. He communicates with parents regarding group goals and accomplishments as well as individual problems and progress.

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## VII. TECHNIQUES OF INSTRUCTION

## COMMENTS

Successful      Marginal      Unsuccessful

☐      ☐      ☐

- A. The teacher provides for purposeful use of each pupil's time throughout the school day.
- B. He guides the pupils into efficient study habits.
- C. He provides ample opportunities for the expression of clear, accurate, complete, and pertinent ideas.
- D. He adapts materials and methods to the interests, needs, and abilities of groups and individual pupils. Each pupil is challenged, yet experiences frequent successes.
- E. He emphasizes a sequential development of fundamental skills and stresses competency in their use.
- F. He encourages a high quality of performance consistent with the individual's ability.

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(Continued on next page)

## VII. TECHNIQUES OF INSTRUCTION (Continued)

### COMMENTS

- G. He makes certain that assignments and directions are clearly understood, and allows ample time for completion of tasks.
- H. He uses learning aids, such as audio-visual equipment and material, in an effective manner.
- I. He uses methods and techniques which stimulate creative expression.
- J. He provides opportunities in and out of class for the development of leadership and cooperation among pupils.

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## VIII. PUPIL ADJUSTMENT

### COMMENTS

Successful      Marginal      Unsuccessful

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☐
☐

- A. The teacher solicits assistance from all possible sources: principals, parents, nurse, consultants, which will aid adjustment.
- B. He provides a basis for the development of responsibility.
- C. He accepts and observes individual differences: mental, physical, social and emotional.
- D. He provides an opportunity for both group and self-evaluation.
- E. He plans and guides a tension-free classroom.

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## IX. PUPIL EVALUATION

### COMMENTS

Successful      Marginal      Unsuccessful

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☐
☐

- A. The teacher objectively evaluates each pupil's academic and social progress.
- B. He communicates frequently with parents regarding the pupil's progress and areas of difficulty.
- C. He maintains records of pupil achievement to increase objectivity in grading.
- D. He maintains and uses cumulative records in a professional manner.
- E. He assists pupils in consistently appraising their own work.
- F. He administers standardized tests in accordance with district policy.
- G. He interprets and uses all test results in a professional manner and with concern for individual pupil dignity.
- H. He prepares meaningful reports for administrators and other staff personnel as needed.

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## X. HEALTH AND APPEARANCE

### COMMENTS

Successful      Marginal      Unsuccessful

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☐
☐

- A. The teacher's dress and grooming are appropriate.
- B. He maintains poise and stability.
- C. He demonstrates vigor and vitality in the performance of duties.
- D. The teacher's condition of health enables the teacher to achieve the personal and professional goals of the District.

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DALLAS INDEPENDENT SCHOOL DISTRICT  
SELECTION OF PRINCIPALS

The initial step in the selection of school administrators is to invite all interested personnel to take the Leadership Training Program Examination which is given annually. A copy of this application form is enclosed. The Leadership Training Program is divided in four phases. Enclosed is a copy of the Leadership Training Program Handbook, which describes the purposes of the program, the criteria of selection, and description of the four phases of the program. The personnel who successfully complete this program are interviewed by the Assistant Superintendents-Operations, the Assistant Superintendent-East Oak Cliff, and the General Superintendent of Schools. Personnel are assigned by the General Superintendent according to the vacancies which exist at the time of selection.

Principals, Assistant Principals, Resource Administrators, and Interns are evaluated according to the procedures as outlined in the enclosed Administrators Professional Evaluation booklet.

**APPLICATION FORM FOR THE  
LEADERSHIP TRAINING PROGRAM  
1975-1976**

Date \_\_\_\_\_ (Please type or print)

A recent photograph  
must be attached here

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone-School \_\_\_\_\_ Telephone-Home \_\_\_\_\_

Age \_\_\_\_\_ Sex: M F Height \_\_\_\_\_ Weight \_\_\_\_\_

Ethnic Origin \_\_\_\_\_ Marital Status \_\_\_\_\_

Social Security Number \_\_\_\_\_

**DALLAS EXPERIENCE**

| Position | School | Principal | Subjects Taught | Years |
|----------|--------|-----------|-----------------|-------|
|          |        |           |                 |       |
|          |        |           |                 |       |
|          |        |           |                 |       |

**OUTSIDE EXPERIENCE**

| Position | School | City | Superintendent | Years |
|----------|--------|------|----------------|-------|
|          |        |      |                |       |
|          |        |      |                |       |
|          |        |      |                |       |

**COLLEGES ATTENDED AND DEGREES RECEIVED**

| College and Location | Yrs. Attended | Dates | Degrees Received |
|----------------------|---------------|-------|------------------|
|                      |               |       |                  |
|                      |               |       |                  |
|                      |               |       |                  |

State of Texas Certification ☐ Teachers ☐ Administrators ☐ Supervisors ☐ Counselor

Present Assignment: School \_\_\_\_\_ Subject \_\_\_\_\_

Position to which you aspire \_\_\_\_\_

Will you be available during the coming summer months? \_\_\_\_\_

Have you ever taken the Administrative-Supervisory Exam? \_\_\_\_\_ If so what date \_\_\_\_\_  
and where is the score on file? \_\_\_\_\_

Have you ever taken the National Teachers Exam (Commons)? \_\_\_\_\_ If so what date \_\_\_\_\_  
and where is the score on file? \_\_\_\_\_

Please enclose a check for \$7.00 payable to the Dallas Independent School District to cover the cost of your examinations.

cc - Director - Management Academy (two copies) Box 39  
DEADLINE: 5 p.m. November 7, 1975

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Building Principal (one copy)  
Retain file copy

ATTITUDINAL SURVEY QUESTIONNAIRE

ETS AUDIT - SPRING 1977

Date \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

Phone \_\_\_\_\_ Ethnicity \_\_\_\_\_

Subdistrict \_\_\_\_\_ Student Grade Level \_\_\_\_\_

School Transferred From \_\_\_\_\_

Kind of School: Check one. K-3 ( ); 4-5-6 ( ); 7-8 ( );  
9-12 ( ); Academy ( ); Vanguard ( )

School Transferred To \_\_\_\_\_

Kind of School: Check one. K-3 ( ); 4-5-6 ( ); 7-8 ( );  
9-12 ( ); Academy ( ); Vanguard ( ); Magnet ( )

1. Are you as a parent satisfied with your child's education progress at his school? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, why not? \_\_\_\_\_

2. Do you feel that the desegregation plan is working as well as it should be? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, why not? \_\_\_\_\_

3. Do you think that you child has benefitted in learning more about other ethnic groups through this desegregation plan?  
Yes \_\_\_\_\_ No \_\_\_\_\_

4. Are you aware of the majority to minority movement currently going on within the school district? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Do you think the general educational atmosphere is better now than it was before the desegregation plan began?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If not, why not? \_\_\_\_\_

6. Have you visited your child's new school? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, why not? \_\_\_\_\_

7. Are you active in parent organizations? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
8. Do you feel that there are enough courses being offered at your child's school to meet his/her needs? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
9. Do you feel that the school buildings, grounds, equipment, etc., are adequate? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
10. Does your child like the school that he/she is attending?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
11. Is the quality of teaching at the new school better than the quality of teaching at the old school? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
12. Is the quality of the administration at the new school better than the quality of administration at the old school?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
13. Are the transportation facilities adequate? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
14. Are there fewer discipline problems at the new school in comparison to those discipline problems at the old school?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
15. Are punishments less severe at the new school? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Is the curriculum at the new school meeting your expectations and your child's needs? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
17. Are the extracurricular offerings at the school sufficient?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
18. Is your child able to participate in these extracurricular offerings? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_